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ABSTRACT

This project sought to develop a set of tests for the assessment of the basic literacy and occupational cognizance of pupils in those public elementary and secondary schools, including vocational schools, receiving services through Federally supported educational programs and projects. The assessment is to produce generalizable average scores for groups of pupils rather than for individual students. Data collected by the tests will provide a basis for program evaluation criteria. The population consisted of 1,500 pupils at both the 4th and 11th grades with balanced representation for geographic regions, urbanism, and school socioeconomic status. Six forms of the Basic Verbal Status and the Occupational Cognizance Tests were developed for each of the two grades. Basic Verbal Status tests included vocabulary (synonyms and category relationship) and reading comprehension. The Occupational Cognizance Tests included occupational information, occupational intentions, and educational expectations. A complete item analysis is presented in tabular form. Manuals of directions for administering the tests and specimen test forms are appended. (CH)

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Final Report

Comprehensive Evaluation Project

Robert W. Heath, Project Director

Louis Weiss, Assistant Project Director

Prepared under
Contract No. EC-0-9-099017-4424(010)
for
U.S. Office of Education

December 1969

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FINAL REPORT

COMPREHENSIVE EVALUATION PROJECT

Project Staff

Robert W. Heath, Project Director
Louis Weiss, Assistant Project Director
Marilyn Law, Testing Coordinator
Robert Proctor, Data Processing Coordinator
Sharon Miller, Secretary
Gladys Patterson, Research Assistant
Nettye Goddard, Consultant

Project Address

P.O. Box 6566, Stanford, California
Phone 415/321-2300, Ext. 4717

Prepared under

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COMPREHENSIVE EVALUATION PROJECT

FINAL REPORT

I. Introduction.

The U.S. Office of Education, in conjunction with representatives of the National Council of Chief State School Officers, is engaged in the development of a comprehensive system for the evaluation of Federally funded elementary and secondary education programs. The purpose of the present Project was to develop a set of tests for the assessment of the basic literacy and occupational cognizance of pupils in public elementary and secondary schools, including vocational schools. These tests are for the purpose of collecting valid, comparable data on the literacy and occupational cognizance of pupils receiving services through a variety of Federally supported educational programs and projects.

It is important to understand that the purpose of the assessment is to produce generalizable average scores of groups of pupils participating in educational projects. The evaluation is not designed to yield test data that are reliable for use with individual students as is the case in the development of most standardized tests. Since measures of group performance are intended, test items as well as students may be sampled. Data collected from the use of the tests developed in this Project will be used by program officers in State Education Agencies and the U.S. Office of Education to determine 1) the efficiency with which Federally supported educational services are being directed to needy pupils and students, and 2) the effectiveness with which appropriate services are producing needed changes in literacy and occupational cognizance.

Completion of this Comprehensive Evaluation Project required the performance of a number of sequential tasks. Briefly, these tasks were: 1) construction of item pools in the subject areas of basic literacy and occupational cognizance, appropriate to fourth-grade and eleventh-grade levels, 2) construction from these item pools of six parallel test forms for each of the subject areas and each of the grade levels, 3) administration of the tests to approximately 3,000 students representing a cross-section of geographic region, urbanism, and school socio-economic status, 4) collection of statistics on item difficulty, generalizability of test forms, parallelism of test forms, and both rational and empirical information on the construct validity of test forms, and 5) revision and suggestions for revision of test items consistent with the pretest results.

II. Procedure.

A. Development.

The initial task specified for this project was "the construction of test item pools in the subject areas of basic literacy and occupational cognizance." The item pools were constructed by the staff of the Comprehensive Evaluation Project. The Basic Verbal Status pools contained 40 vocabulary items and 40 reading comprehension items at each of two grade levels. Words used in the vocabulary items were taken from recent textbooks and recent standardized tests at the appropriate grade level. The stems used in the reading comprehension tests were adapted from readings and textbooks at the appropriate grade levels. Options for each item were written by the Project staff. The Occupational Cognizance pools were constructed by the Project staff. All test items were pretested in eight classes at the eleventh-grade level and four classes at the fourth-grade level. Data obtained from the pretest were used for a pilot item analysis which led to revision and refinement of test items. The item pools were submitted by the U.S. Office of Education to consultants in five universities throughout the country for review, comments and suggestions. These suggestions are reported in detail later in this report. A detailed description of the development of the item pools and the procedures for assignment of test items to test forms follows.

Basic Verbal Status

The purpose of these tests was to determine the Basic Verbal Status of fourth-grade schoolchildren and eleventh-grade students. Each test form contained 12 questions. The skills being measured were the basic ones of vocabulary recognition and reading comprehension rather than reasoning, concept formation, analogizing or categorizing. For this purpose, two different types of test items were devised:

1. Vocabulary.
The vocabulary items were of two types, as follows:

a. Synonyms.
In these items, the student was asked to find a word from among four choices that was the same as the word in the stem. Wherever possible, each of the three distractors had been chosen according to one of the following principles:

(1) Paradigmatic association. The word is close to the stem-word in grammatical class. That is, if the stem-word were WORK, the distractor would be PLAY.

(2) Syntagmatic association. This distractor is a word that is usually found contiguous to the stem-word in a syntagmatic run. Thus, if the stem-word were WORK, the distractor would be HARD.

(3) Spelling similarity. This distractor would be close to the stem-word in spelling, that is, WORK/WORD.

(4) Phonologic association. This distractor would be close to a word that sounds like the stem-word. Thus, since WALK sounds like WORK, the distractor would be STROLL.

(5) Phonological similarity. In this case, the distractor would be the word that sounds like the stem-word, that is, WORK/WALK.

(6) Opposite. In this case, the distractor would be the opposite of the stem-word, but not obviously so. That is, a combination like WORK/PLAY would not be used, whereas WORK/RELAX would.

b. Category relationship.

In these items, the student was asked to find a word from among four choices that did not belong to the same category as the other three words. In each case, the stem consisted of a name or clear description of the category so that the student was not required to infer the category for himself. All words used in these items were taken from recent standardized tests and from recent textbooks at the appropriate grade levels.

2. Reading comprehension.

In this test, the student was asked to read a short selection of one, two or three sentences in length and choose from among four sentences that one which made a clear restatement about something that appeared in the selection. In no case was the student required to make any generalizations or inferences from what he had read. This was a simple test of the student's basic reading skill.

Each 12-item Basic Verbal Status test form included three vocabulary-synonym items, three vocabulary-category items and six reading comprehension items. The items were assigned to test forms from the 80-item pool at each grade level by random permutations. Within a construct area, items were numbered sequentially and then permuted randomly with tables of random permutations. The permutations were then assigned sequentially to the various test forms.

Occupational Cognizance

These tests were designed to assess the child's knowledge of occupations and his occupational-educational expectations. Each test contained 12 questions selected from among the following categories:

1. The education or training required for specific occupations.

2. The nature of work involved in specific occupations.

3. Recognition of the relation of other occupations to a specified occupation, and

4. Recognition of the field of work corresponding to a specified occupation.

Each item contained four options, only one of which was correct. There were no options such as: "All of the above," "None of the above," etc. Sentences used in the items were short and simple and all vocabulary was checked for appropriateness of grade level with current textbooks.

The items were assigned to test forms from the 60-item pool at each grade level by the same process of random permutations used with the Basic Verbal Status Forms, with the exception that items were stratified by type prior to permutation within strata.

To provide 72 items from a 60-item pool, 12 items were used twice, but never within the same form. These items were randomly selected and randomly assigned to test forms.

In addition to the 12 items concerning knowledge of occupations, there were two questions concerning:

1. Occupational intentions.
In this item, the student was asked to choose from a list of 15 occupations the one he would most likely have as an adult, or the one most like the occupation he expected to follow in adult life. This list of occupations was suggested by Lambert and Klineberg (Lambert, Wallace E. and Klineberg, Otto, "Cultural Comparisons of Boys' Occupational Aspirations," British Journal of Social and Clinical Psychology, 1963, 2, pp. 56, 65.) in a study of occupational aspirations of samples of boys from 11 cultural settings. A separate list, with appropriate modifications, was constructed for girls. The same lists were used for the fourth-grade and the eleventh-grade.

2. Educational expectations.
In this item, the student was asked to indicate his educational or training expectations. The six choices included going to work and, for the girls, becoming a housewife.

B. Pretesting

Selection of students

To provide a good approximation of a partially-balanced incomplete block design, affording good spread and balance on geographic region, urbanism and school socio-economic status, the following design was used:

Table 1
Design of sample

	High SES	Middle SES	Low SES
Urban	10 Elem. 10 Sec.	10 Elem. 10 Sec.	10 Elem. 10 Sec.
Suburban	4 Elem. 4 Sec.	6 Elem. 6 Sec.	4 Elem. 4 Sec.
Rural	4 Elem. 4 Sec.	6 Elem. 6 Sec.	6 Elem. 6 Sec.

The design yielded 60 elementary classes and 60 secondary classes, a total of 120 classes. Assuming an average of 25 pupils per class, the design yielded a nominal 1500 fourth-graders and 1500 eleventh-graders. The state from which the participating school districts were drawn were: Pennsylvania, Texas, Florida, Colorado, Washington and Wisconsin. A complete list of the schools and school districts is given in Appendix 1. The distribution of sample classes is presented in Table 2.

Table 2

DISTRIBUTION OF SAMPLE CLASSES BY STATE, GRADE, URBANISM AND SOCIO-ECONOMIC STATUS

		URBAN			SUBURBAN			RURAL			
		SES			SES			SES			
State	Grade	H	M	L	H	M	L	H	M	L	Total
Pennsylvania	4	2		2		2		2		2	10
	11	2		2		2		2		2	10
Texas	4		2	2	2		2		2		10
	11		2	2	2		2		2		10
Florida	4	2	2			2		2		2	10
	11	2	2			2		2		2	10
Colorado	4	2	2	2		2				2	10
	11	2	2	2		2				2	10
Washington	4	2	2	2			2		2		10
	11	2	2	2			2		2		10
Wisconsin	4	2	2	2	2				2		10
	11	2	2	2	2				2		10
Total		20	20	20	8	12	8	8	12	12	120

Test Administration

Each class was tested twice, once on November 3, 1969 and again on November 24, 1969. Test forms on the second administration were identical with those on the first administration, to provide data for test-retest reliability. At each testing, every student completed two Basic Verbal Test forms and two Occupational Cognizance Test forms. Test forms were paired in the following manner to yield fifteen separate combinations of forms:

Combinations	Forms
1	AB
2	AC
3	AD
4	AE
5	AF
6	BC
7	BD
8	BE
9	BF
10	CD
11	CE
12	CF
13	DE
14	DF
15	EF

The tests were administered by classroom teachers, who were provided with complete instructions for distribution of the test forms and administration of the tests. A description of pretest procedures for administrators and teachers is given in Appendix 2. The Manual of directions for administering the Basic Verbal Status Test is given in Appendix 3. The Manual of directions for administering the Occupational Cognizance test is given in Appendix 4. Each class was provided with a set of test booklets so that each combination of paired test forms was taken by at least one student. Since it was impossible to know beforehand the number of students that would be taking the test in any given class, all classes were sent 35 sets of test booklets for each of the two administrations. Each test booklet was numbered (red for pretest and blue for postest) to facilitate distribution and matching of pretest and postest forms. Assignment of combinations of test forms to students maximized distribution of all test forms within each class.

The entire testing procedure, including distribution of test forms and directions by the teacher, took less than one hour of class time. After each administration, teachers returned the test booklets to the Project staff and all responses were transfered to punched-card format. A complete set of these cards containing all data gathered is available to U.S. Office of Education upon request.

III. Results

A. Information about Test Items.

Two sources of information are available for evaluating the Test Items. First are the analyses of the data from the pretest; second are the suggestions submitted by the reviewers. These suggestions, as well as the Project staff's suggestions, are discussed in the final chapter of this report.

The pretest item analysis data are summarized in Tables 3 through 26. For each of the six forms, at each grade level (fourth and eleventh), for each content area (Basic Verbal Status and Occupational Cognizance), summary item statistics are given. The following statistics are reported for each test item: (1) the correlation of that item with the total score on that test form, (2) the number of students omitting the item, and (3) the proportion of students selecting the correct answer (in the total sample and within each major demographic category).

Though too voluminous to include in this report, data on the performance of each alternative of each item, within each major demographic category, were also summarized. A copy of these summaries can be provided to the U.S. Office of Education upon request.

(Note: In Tables 3 through 8 (Basic Verbal Status - Fourth Grade) and 15 through 20 (Basic Verbal Status - Eleventh Grade) item numbers 1 through 6 are Vocabulary Test items; item numbers 7 through 12 are Reading Test items.)

Table 3

Summary Statistics of Test Items

Basic Verbal Status-Fourth Grade-Form 4A

				Proportion of Correct Responses							
	TOTAL (N=473)			SEX		URBANISM			SES		
Item Number	$^{*}r_{pb}$	Omits	p	Male (246)	Female (227)	Urban (251)	Suburban (105)	Rural (117)	High (142)	Middle (164)	Low (167)
1	.50	1	.88	.87	.88	.85	.94	.87	.96	.90	.79
2	.52	1	.59	.60	.59	.58	.57	.66	.69	.60	.51
3	.54	0	.84	.83	.85	.80	.93	.81	.92	.89	.71
4	.57	4	.66	.61	.72	.63	.62	.78	.71	.72	.57
5	.56	3	.72	.69	.77	.70	.68	.84	.77	.81	.62
6	.60	6	.60	.59	.62	.58	.58	.67	.68	.66	.49
7	.42	1	.59	.59	.59	.57	.50	.71	.61	.61	.55
8	.49	1	.51	.52	.51	.52	.46	.56	.64	.54	.39
9	.42	1	.48	.44	.51	.49	.40	.52	.49	.48	.46
10	.47	13	.83	.84	.87	.86	.82	.87	.93	.88	.78
11	.52	16	.74	.74	.80	.77	.70	.83	.83	.80	.69
12	.53	19	.81	.82	.87	.84	.81	.88	.90	.88	.76

*(Note: In Tables 3-26, r_{pb} represents the point-biserial correlation between item and total score.)

Table 4

Summary Statistics of Test Items

Basic Verbal Status-Fourth Grade-Form 4B

				Proportion of Correct Responses							
	TOTAL (N=455)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (225)	Female (230)	Urban (242)	Suburban (110)	Rural (103)	High (141)	Middle (161)	Low (153)
1	.54	0	.84	.79	.89	.83	.85	.83	.92	.84	.75
2	.54	1	.77	.75	.79	.76	.75	.81	.91	.78	.63
3	.60	1	.80	.78	.82	.79	.81	.81	.85	.81	.73
4	.69	1	.67	.60	.73	.63	.65	.78	.74	.72	.55
5	.56	5	.64	.61	.68	.64	.62	.68	.72	.70	.52
6	.52	5	.74	.72	.77	.72	.73	.83	.83	.80	.61
7	.57	0	.84	.80	.87	.81	.85	.89	.88	.85	.78
8	.38	1	.80	.77	.83	.81	.83	.76	.78	.76	.87
9	.56	1	.86	.83	.88	.86	.85	.85	.94	.83	.82
10	.61	3	.81	.78	.85	.81	.83	.80	.89	.81	.75
11	.62	10	.75	.75	.79	.78	.75	.78	.82	.77	.72
12	.66	12	.78	.78	.83	.79	.78	.85	.88	.84	.69

Table 5

Summary Statistics of Test Items

Basic Verbal Status-Fourth Grade-Form 4C

				Proportion of Correct Responses							
	TOTAL (N=459)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (255)	Female (204)	Urban (243)	Suburban (107)	Rural (109)	High (141)	Middle (165)	Low (153)
1	.56	5	.50	.49	.54	.52	.48	.52	.65	.57	.31
2	.34	2	.41	.40	.43	.43	.45	.35	.50	.38	.37
3	.33	9	.38	.39	.40	.42	.41	.31	.44	.38	.36
4	.24	5	.30	.28	.32	.31	.29	.29	.33	.28	.28
5	.58	7	.65	.62	.72	.62	.68	.74	.73	.75	.51
6	.62	10	.63	.63	.67	.59	.71	.72	.72	.73	.48
7	.44	1	.79	.81	.76	.76	.82	.81	.83	.84	.69
8	.47	3	.77	.78	.76	.74	.77	.85	.82	.79	.70
9	.40	4	.38	.39	.38	.40	.36	.39	.46	.35	.35
10	.50	8	.74	.70	.82	.73	.78	.78	.82	.81	.63
11	.49	10	.85	.87	.87	.89	.84	.84	.94	.94	.73
12	.46	12	.40	.41	.41	.42	.39	.43	.41	.46	.36

Table 6

Summary Statistics of Test Items

Basic Verbal Status-Fourth Grade-Form 4D

				Proportion of Correct Responses							
	TOTAL (N=461)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (238)	Female (223)	Urban (242)	Suburban (112)	Rural (107)	High (140)	Middle (162)	Low (159)
1	.54	0	.69	.69	.70	.68	.71	.70	.80	.78	.52
2	.53	0	.80	.81	.78	.76	.84	.84	.91	.82	.67
3	.40	0	.60	.62	.58	.59	.69	.54	.66	.60	.55
4	.48	9	.39	.35	.44	.36	.39	.48	.45	.42	.32
5	.63	2	.61	.62	.61	.56	.68	.67	.70	.66	.49
6	.61	2	.62	.57	.68	.55	.67	.73	.72	.61	.55
7	.50	2	.58	.53	.64	.54	.59	.67	.61	.64	.50
8	.55	2	.85	.84	.87	.80	.88	.94	.94	.90	.73
9	.64	3	.71	.70	.73	.68	.74	.75	.83	.74	.58
10	.58	4	.66	.65	.67	.66	.61	.72	.74	.75	.49
11	.61	8	.80	.78	.85	.76	.86	.88	.87	.87	.71
12	.61	10	.74	.76	.75	.73	.75	.84	.84	.83	.60

Table 7

Summary Statistics of Test Items

Basic Verbal Status-Fourth Grade-Form 4E

Item Number	TOTAL (N=453)			Proportion of Correct Responses							
				SEX		URBANISM			SES		
	r_{pb}	Omits	p	Male (231)	Female (222)	Urban (239)	Suburban (105)	Rural (109)	High (139)	Middle (165)	Low (149)
1	.59	1	.67	.63	.71	.63	.70	.72	.82	.68	.53
2	.53	4	.63	.66	.60	.63	.70	.59	.74	.65	.51
3	.30	13	.42	.45	.41	.46	.39	.41	.52	.42	.37
4	.61	15	.67	.63	.75	.68	.70	.69	.75	.73	.59
5	.47	8	.51	.47	.57	.54	.47	.51	.63	.48	.45
6	.66	7	.69	.64	.76	.69	.71	.69	.72	.76	.60
7	.52	3	.80	.77	.85	.80	.88	.76	.88	.84	.71
8	.44	2	.62	.62	.62	.66	.60	.56	.69	.70	.47
9	.56	1	.86	.84	.89	.85	.89	.86	.91	.89	.78
10	.64	7	.86	.86	.89	.87	.88	.87	.91	.90	.81
11	.56	11	.54	.51	.61	.56	.58	.53	.64	.54	.50
12	.57	16	.82	.83	.88	.86	.86	.84	.90	.87	.79

Table 8

Summary Statistics of Test Items

Basic Verbal Status-Fourth Grade-Form 4F

				Proportion of Correct Responses							
	TOTAL (N=457)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (235)	Female (222	Urban (239)	Suburban (109)	Rural (109)	High (141)	Middle (163)	Low (153)
1	.42	8	.36	.37	.36	.39	.31	.37	.43	.39	.28
2	.57	5	.49	.47	.51	.45	.48	.59	.55	.51	.41
3	.49	5	.71	.69	.75	.69	.73	.78	.83	.69	.65
4	.68	2	.68	.62	.75	.65	.68	.78	.80	.73	.53
5	.65	4	.55	.51	.60	.50	.56	.69	.63	.57	.47
6	.55	6	.63	.57	.71	.62	.63	.69	.74	.69	.50
7	.50	2	.81	.79	.85	.80	.82	.85	.89	.82	.75
8	.61	1	.84	.81	.88	.79	.88	.93	.92	.90	.72
9	.58	0	.72	.71	.73	.66	.70	.87	.82	.72	.63
10	.52	2	.84	.82	.87	.83	.84	.88	.91	.84	.79
11	.49	7	.77	.81	.75	.74	.77	.88	.86	.83	.66
12	.56	8	.78	.75	.84	.74	.85	.85	.83	.83	.72

Table 9

Summary Statistics of Test Items

Occupational Cognizance-Fourth Grade-Form 4A

				Proportion of Correct Responses							
	TOTAL (N=473)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (246)	Female (227)	Urban (251)	Suburban (105)	Rural (117)	High (142)	Middle (164)	Low (167)
1	.54	0	.58	.56	.61	.58	.58	.60	.66	.65	.45
2	.63	3	.56	.57	.56	.56	.54	.59	.69	.53	.49
3	.54	5	.48	.51	.46	.48	.45	.52	.63	.47	.38
4	.57	2	.50	.50	.51	.50	.50	.53	.69	.51	.35
5	.50	3	.55	.53	.58	.58	.48	.58	.74	.54	.41
6	.32	7	.21	.24	.18	.25	.16	.16	.26	.19	.19
7	.38	5	.64	.61	.69	.66	.61	.65	.69	.63	.63
8	.60	7	.59	.59	.60	.58	.58	.65	.72	.58	.51
9	.42	9	.45	.51	.40	.47	.40	.49	.50	.47	.41
10	.54	11	.64	.65	.66	.62	.66	.72	.73	.65	.60
11	.23	17	.27	.29	.27	.29	.22	.30	.29	.27	.27
12	.42	12	.33	.31	.37	.34	.32	.34	.36	.35	.31

Table 10

Summary Statistics of Test Items

Occupational Cognizance-Fourth Grade-Form 4B

				Proportion of Correct Responses							
	TOTAL (N=455)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (225)	Female (230)	Urban (242)	Suburban (110)	Rural (103)	High (141)	Middle (161)	Low (153)
1	.54	5	.46	.44	.48	.43	.41	.59	.57	.45	.37
2	.56	2	.58	.56	.61	.62	.57	.52	.69	.57	.51
3	.46	5	.44	.44	.45	.47	.39	.45	.63	.39	.34
4	.56	5	.65	.62	.69	.66	.65	.64	.76	.65	.56
5	.24	9	.30	.33	.28	.28	.38	.28	.34	.28	.30
6	.49	6	.56	.59	.55	.59	.58	.52	.60	.60	.51
7	.51	11	.53	.55	.54	.53	.57	.54	.66	.56	.41
8	.03	11	.14	.13	.15	.13	.16	.15	.09	.15	.17
9	.50	13	.39	.39	.41	.42	.36	.40	.48	.42	.31
10	.52	10	.74	.73	.78	.78	.76	.68	.85	.79	.63
11	.55	8	.77	.75	.81	.77	.78	.82	.83	.80	.71
12	.25	13	.21	.18	.26	.20	.21	.25	.22	.23	.20

Table 11

Summary Statistics of Test Items

Occupational Cognizance-Fourth Grade-Form 4C

Item Number	TOTAL (N=459)			Proportion of Correct Responses							
				SEX		URBANISM			SES		
	r_{pb}	Omits	p	Male (255)	Female (204)	Urban (243)	Suburban (107)	Rural (109)	High (141)	Middle (165)	Low (153)
1	.41	8	.31	.30	.34	.33	.31	.30	.38	.32	.26
2	.48	5	.38	.40	.38	.39	.36	.41	.43	.43	.30
3	.43	5	.38	.38	.38	.35	.46	.37	.44	.40	.30
4	.39	7	.50	.50	.52	.54	.58	.37	.66	.48	.40
5	.22	10	.29	.29	.30	.31	.30	.25	.27	.27	.34
6	.27	11	.37	.42	.33	.34	.37	.48	.41	.37	.37
7	.36	17	.27	.28	.29	.31	.26	.24	.29	.33	.23
8	.53	14	.49	.50	.50	.49	.50	.53	.61	.55	.34
9	.47	11	.73	.76	.74	.75	.75	.75	.81	.84	.60
10	.49	18	.51	.52	.55	.54	.46	.57	.66	.59	.35
11	.07	15	.25	.23	.28	.27	.30	.19	.28	.20	.30
12	.37	25	.32	.34	.33	.35	.35	.30	.40	.31	.30

Table 12

Summary Statistics of Test Items

Occupational Cognizance-Fourth Grade-Form 4D

				Proportion of Correct Responses							
	TOTAL (N=461)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (238)	Female (223)	Urban (242)	Suburban (112)	Rural (107)	High (140)	Middle (162)	Low (159)
1	.39	1	.29	.30	.27	.26	.29	.35	.27	.34	.25
2	.51	9	.52	.47	.59	.53	.59	.47	.62	.54	.44
3	.47	7	.42	.45	.40	.40	.47	.45	.58	.38	.35
4	.46	1	.48	.50	.45	.47	.46	.51	.55	.54	.35
5	.03	3	.15	.16	.15	.15	.17	.12	.14	.17	.14
6	.15	14	.21	.22	.21	.23	.22	.18	.22	.20	.23
7	.57	5	.68	.65	.73	.68	.63	.76	.83	.73	.52
8	.55	5	.46	.46	.46	.47	.45	.46	.56	.50	.33
9	.50	7	.57	.53	.62	.56	.55	.65	.66	.61	.46
10	.62	10	.58	.61	.57	.58	.60	.60	.70	.64	.44
11	.47	10	.57	.55	.62	.56	.62	.60	.68	.62	.45
12	.34	11	.31	.36	.27	.28	.33	.38	.36	.35	.23

Table 13

Summary Statistics of Test Items

Occupational Cognizance-Fourth Grade-Form 4E

				Proportion of Correct Responses							
	TOTAL (N=453)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (231)	Female (222)	Urban (239)	Suburban (105)	Rural (109)	High (139)	Middle (165)	Low (149)
1	.42	2	.51	.53	.51	.55	.44	.50	.64	.51	.41
2	.61	5	.70	.68	.74	.70	.73	.70	.82	.71	.60
3	.60	6	.60	.59	.62	.61	.55	.63	.71	.66	.44
4	.56	6	.42	.42	.43	.45	.40	.38	.57	.44	.27
5	.59	7	.55	.59	.53	.60	.49	.56	.66	.60	.43
6	.16	11	.39	.39	.40	.43	.40	.31	.39	.37	.44
7	.54	8	.65	.66	.66	.67	.63	.67	.75	.66	.58
8	.59	9	.70	.69	.73	.71	.76	.69	.83	.76	.55
9	.63	9	.56	.55	.59	.62	.55	.49	.74	.55	.43
10	.65	11	.59	.60	.61	.60	.58	.64	.76	.63	.43
11	.66	11	.58	.60	.60	.60	.62	.59	.74	.64	.41
12	.64	12	.59	.58	.63	.63	.55	.60	.73	.58	.51

Table 14

Summary Statistics of Test Items

Occupational Cognizance-Fourth Grade-Form 4F

				Proportion of Correct Responses							
	TOTAL (N=457)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (235)	Female (222)	Urban (239)	Suburban (109)	Rural (109)	High (141)	Middle (163)	Low (153)
1	.45	2	.36	.39	.34	.37	.34	.39	.40	.41	.29
2	.38	1	.81	.76	.86	.78	.86	.83	.85	.83	.76
3	.46	4	.48	.46	.51	.48	.50	.48	.61	.50	.36
4	.44	7	.37	.38	.38	.35	.39	.43	.43	.41	.30
5	.42	2	.44	.42	.46	.37	.47	.56	.48	.50	.34
6	.64	4	.58	.56	.60	.56	.57	.63	.73	.63	.40
7	.56	6	.44	.43	.47	.43	.45	.49	.55	.48	.33
8	.57	9	.42	.41	.44	.42	.42	.45	.59	.44	.26
9	.52	7	.56	.53	.60	.53	.57	.62	.64	.61	.44
10	.17	13	.21	.28	.16	.22	.20	.22	.25	.21	.20
11	.59	8	.65	.65	.67	.62	.71	.70	.77	.68	.54
12	.16	10	.16	.18	.15	.18	.21	.08	.16	.19	.13

Table 15

Summary Statistics of Test Items

Basic Verbal Status-Eleventh Grade-Form 11-A

				Proportion of Correct Responses							
	TOTAL (N=514)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (245)	Female (269)	Urban (275)	Suburban (99)	Rural (144)	High (154)	Middle (189)	Low (173)
1	.49	1	.56	.58	.55	.53	.56	.64	.57	.59	.54
2	.53	1	.69	.65	.74	.71	.79	.60	.78	.70	.62
3	.35	4	.30	.28	.32	.32	.26	.28	.34	.25	.33
4	.32	3	.27	.28	.26	.29	.28	.24	.27	.32	.22
5	.39	3	.26	.25	.27	.24	.32	.25	.31	.26	.22
6	.42	1	.71	.67	.75	.72	.74	.67	.77	.73	.64
7	.33	0	.94	.97	.92	.93	.94	.94	.99	.93	.91
8	.47	0	.75	.74	.76	.73	.76	.78	.82	.74	.70
9	.47	0	.43	.47	.39	.39	.57	.41	.48	.47	.34
10	.53	0	.34	.37	.30	.36	.42	.24	.40	.33	.28
11	.48	2	.48	.48	.49	.45	.60	.46	.46	.55	.43
12	.63	3	.49	.52	.47	.51	.52	.45	.56	.56	.36

Table 16

Summary Statistics of Test Items

Basic Verbal Status-Eleventh Grade-Form 11-B

Item Number	TOTAL (N=527)			Proportion of Correct Responses							
				SEX		URBANISM					
	r_{pb}	Omits	p	Male (262)	Female (265)	Urban (274)	Suburban (109)	Rural (146)	High (152)	Middle (199)	Low (177)
1	.27	3	.34	.34	.34	.38	.32	.29	.37	.39	.26
2	.12	7	.22	.24	.19	.22	.22	.22	.18	.19	.29
3	.25	5	.28	.30	.27	.28	.30	.29	.36	.28	.23
4	.48	5	.47	.48	.47	.46	.44	.52	.49	.48	.45
5	.48	1	.80	.80	.82	.77	.82	.86	.78	.83	.80
6	.49	3	.76	.78	.76	.73	.79	.83	.72	.81	.77
7	.57	0	.63	.65	.61	.61	.62	.65	.68	.67	.53
8	.46	2	.61	.64	.58	.60	.53	.69	.63	.65	.56
9	.50	1	.60	.60	.60	.58	.67	.58	.72	.60	.49
10	.55	2	.60	.59	.62	.57	.56	.69	.58	.63	.59
11	.54	2	.76	.77	.75	.75	.74	.78	.80	.76	.72
12	.44	4	.85	.85	.87	.86	.79	.91	.91	.88	.79

Table 17

Summary Statistics of Test Items

Basic Verbal Status-Eleventh Grade-Form 11-C

				Proportion of Correct Responses							
Item Number	TOTAL (N=520)			SEX		URBANISM			SES		
	r_{pb}	Omits	p	Male (271)	Female (249)	Urban (270)	Suburban (111)	Rural (139)	High (150)	Middle (194)	Low (176)
1	.52	0	.66	.63	.69	.67	.57	.71	.70	.72	.57
2	.37	8	.45	.47	.44	.39	.56	.49	.56	.42	.40
3	.49	3	.57	.62	.53	.57	.55	.60	.61	.59	.53
4	.24	2	.34	.36	.32	.34	.32	.36	.39	.29	.35
5	.60	2	.62	.63	.62	.58	.68	.65	.66	.61	.60
6	.50	2	.51	.42	.61	.49	.46	.61	.52	.56	.46
7	.46	1	.71	.70	.73	.70	.69	.75	.67	.72	.74
8	.39	0	.45	.46	.43	.46	.43	.44	.54	.41	.41
9	.45	2	.52	.54	.51	.53	.49	.54	.53	.49	.55
10	.40	0	.80	.77	.83	.80	.79	.79	.83	.81	.75
11	.52	4	.55	.55	.55	.57	.46	.60	.57	.55	.53
12	.53	8	.70	.68	.74	.70	.68	.74	.72	.71	.70

Table 18

Summary Statistics of Test Items

Basic Verbal Status-Eleventh Grade-Form 11-D

				Proportion of Correct Responses							
	TOTAL (N=523)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	P	Male (249)	Female (274)	Urban (271)	Suburban (114)	Rural (138)	High (151)	Middle (198)	Low (174)
1	.29	5	.44	.38	.50	.42	.49	.45	.50	.41	.43
2	.43	2	.88	.92	.86	.88	.91	.88	.95	.91	.80
3	.53	4	.53	.56	.51	.53	.58	.49	.62	.53	.45
4	.51	2	.82	.79	.86	.81	.85	.83	.88	.86	.74
5	.47	1	.68	.67	.70	.69	.66	.71	.75	.70	.61
6	.47	3	.48	.57	.39	.42	.49	.58	.48	.52	.43
7	.54	0	.52	.53	.51	.47	.62	.54	.68	.53	.38
8	.34	0	.14	.13	.15	.14	.12	.17	.15	.16	.12
9	.38	0	.80	.77	.82	.79	.76	.85	.80	.82	.77
10	.49	0	.79	.82	.77	.79	.78	.83	.86	.79	.74
11	.59	1	.74	.73	.75	.71	.68	.85	.87	.74	.64
12	.62	3	.64	.65	.64	.61	.68	.67	.75	.65	.54

Table 19

Summary Statistics of Test Items

Basic Verbal Status-Eleventh Grade-Form 11-E

				Proportion of Correct Responses							
	TOTAL (N=520)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (265)	Female (255)	Urban (275)	Suburban (110)	Rural (135)	High (148)	Middle (197)	Low (175)
1	.39	10	.48	.48	.49	.50	.52	.44	.48	.55	.42
2	.51	1	.78	.79	.78	.78	.78	.79	.85	.81	.70
3	.51	5	.68	.70	.67	.67	.71	.69	.75	.72	.59
4	.39	8	.48	.46	.51	.49	.47	.49	.51	.49	.46
5	.52	3	.81	.80	.84	.81	.80	.86	.84	.87	.75
6	.54	3	.49	.47	.52	.50	.55	.45	.59	.51	.40
7	.54	1	.62	.66	.59	.62	.65	.60	.67	.62	.59
8	.53	1	.82	.81	.83	.80	.84	.83	.90	.81	.76
9	.55	1	.86	.85	.87	.83	.86	.90	.93	.89	.76
10	.48	2	.73	.71	.76	.72	.68	.80	.73	.78	.69
11	.41	11	.33	.35	.33	.31	.36	.39	.26	.37	.38
12	.56	8	.65	.65	.67	.65	.65	.70	.76	.66	.58

Table 20

Summary Statistics of Test Items

Basic Verbal Status-Eleventh Grade-Form 11-F

				Proportion of Correct Responses							
	TOTAL (N=514)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (262)	Female (252)	Urban (271)	Suburban (111)	Rural (134)	High (151)	Middle (195)	Low (169)
1	.38	4	.34	.37	.32	.34	.46	.25	.43	.33	.28
2	.26	7	.23	.23	.23	.24	.23	.20	.30	.21	.19
3	.31	1	.93	.91	.95	.96	.88	.90	.98	.91	.90
4	.56	1	.60	.56	.65	.60	.57	.64	.69	.58	.55
5	.53	2	.53	.55	.51	.53	.45	.62	.62	.54	.45
6	.41	5	.49	.56	.43	.50	.49	.49	.55	.45	.51
7	.35	0	.94	.92	.96	.93	.95	.95	.98	.93	.92
8	.38	2	.66	.61	.72	.67	.63	.69	.68	.66	.66
9	.54	0	.59	.58	.61	.60	.55	.63	.66	.65	.47
10	.40	0	.70	.69	.72	.73	.62	.72	.70	.69	.73
11	.47	4	.54	.48	.61	.52	.54	.60	.56	.52	.56
12	.49	4	.71	.67	.77	.74	.64	.74	.75	.74	.67

Table 21

Summary Statistics of Test Items

Occupational Cognizance-Eleventh Grade-Form 11-A

	TOTAL (N=514)			Proportion of Correct Responses							
				SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (245)	Female (269)	Urban (275)	Suburban (99)	Rural (144)	High (154)	Middle (189)	Low (173)
1	.47	5	.54	.59	.51	.56	.62	.46	.60	.56	.49
2	.42	5	.51	.46	.56	.54	.51	.46	.56	.52	.45
3	.52	2	.57	.58	.58	.54	.64	.59	.65	.63	.45
4	.48	1	.88	.86	.91	.86	.90	.89	.92	.88	.86
5	.29	0	.73	.75	.72	.73	.71	.74	.77	.73	.71
6	.42	0	.50	.48	.53	.47	.52	.56	.54	.51	.46
7	.28	1	.12	.12	.11	.12	.15	.08	.17	.12	.06
8	.57	3	.48	.47	.49	.46	.53	.49	.51	.53	.40
9	.30	2	.89	.90	.89	.88	.90	.89	.95	.86	.88
10	.35	1	.94	.96	.94	.93	.94	.96	.97	.92	.95
11	.28	6	.24	.25	.24	.27	.20	.24	.28	.23	.23
12	.54	4	.57	.57	.57	.56	.63	.56	.66	.59	.49

Table 22

Summary Statistics of Test Items

Occupational Cognizance-Eleventh Grade-Form 11-B

				Proportion of Correct Responses							
	TOTAL (N=527)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (262)	Female (265)	Urban (274)	Suburban (109)	Rural (146)	High (152)	Middle (199)	Low (177)
1	.36	0	.70	.73	.67	.69	.68	.73	.70	.72	.68
2	.39	0	.91	.89	.93	.89	.92	.92	.93	.91	.89
3	.41	1	.39	.42	.37	.36	.32	.52	.41	.42	.35
4	.50	3	.61	.56	.68	.61	.57	.66	.69	.64	.53
5	.46	1	.85	.89	.82	.85	.83	.88	.91	.84	.81
6	.37	7	.61	.59	.64	.58	.61	.68	.64	.59	.63
7	.43	0	.65	.75	.54	.69	.56	.62	.76	.60	.60
8	.33	1	.31	.31	.31	.36	.28	.23	.37	.30	.27
9	.44	5	.48	.53	.45	.46	.48	.54	.47	.52	.47
10	.41	2	.59	.60	.58	.61	.54	.58	.64	.60	.54
11	.35	0	.86	.87	.86	.87	.88	.83	.90	.87	.82
12	.30	2	.78	.81	.75	.77	.79	.78	.78	.76	.80

Table 23

Summary Statistics of Test Items

Occupational Cognizance-Eleventh Grade-Form 11-C

				Proportion of Correct Responses							
	TOTAL (N=520)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (271)	Female (249)	Urban (270)	Suburban (111)	Rural (139)	High (150)	Middle (194)	Low (176)
1	.40	1	.82	.87	.77	.82	.84	.81	.85	.85	.77
2	.30	0	.94	.92	.97	.96	.90	.94	.95	.95	.93
3	.54	2	.58	.68	.49	.58	.57	.60	.63	.60	.52
4	.42	3	.54	.68	.39	.55	.53	.53	.61	.53	.50
5	.43	2	.62	.62	.61	.62	.55	.67	.69	.57	.60
6	.29	0	.90	.90	.89	.91	.88	.89	.93	.90	.88
7	.44	2	.32	.32	.31	.32	.31	.32	.36	.33	.27
8	.44	1	.79	.82	.77	.78	.76	.85	.79	.82	.77
9	.48	1	.36	.35	.37	.41	.35	.27	.47	.37	.26
10	.30	9	.66	.62	.73	.67	.61	.74	.67	.69	.65
11	.44	1	.54	.54	.54	.59	.50	.46	.59	.54	.48
12	.25	2	.90	.90	.90	.90	.92	.88	.89	.92	.89

Table 24

Summary Statistics of Test Items

Occupational Cognizance-Eleventh Grade-Form 11-D

				Proportion of Correct Responses							
	TOTAL (N=523)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	P	Male (249)	Female (274)	Urban (271)	Suburban (114)	Rural (138)	High (151)	Middle (198)	Low (174)
1	.43	2	.28	.43	.14	.27	.28	.28	.42	.27	.16
2	.30	5	.70	.71	.70	.76	.73	.58	.74	.65	.74
3	.49	2	.79	.71	.86	.80	.79	.77	.83	.85	.69
4	.46	1	.79	.77	.82	.78	.81	.80	.83	.82	.73
5	.43	2	.47	.46	.48	.47	.40	.52	.50	.49	.41
6	.42	1	.93	.91	.96	.92	.91	.97	.97	.94	.90
7	.45	2	.35	.43	.27	.33	.35	.38	.44	.33	.29
8	.41	0	.80	.83	.77	.80	.81	.79	.87	.81	.72
9	.50	1	.89	.88	.91	.90	.88	.91	.97	.89	.83
10	.32	2	.85	.85	.86	.86	.80	.89	.86	.84	.87
11	.30	2	.72	.71	.73	.72	.71	.75	.74	.75	.68
12	.20	4	.20	.26	.16	.20	.19	.22	.19	.17	.26

Table 25

Summary Statistics of Test Items

Occupational Cognizance-Eleventh Grade-Form 11-E

				Proportion of Correct Responses							
	TOTAL (N=520)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	p	Male (265)	Female (255)	Urban (275)	Suburban (110)	Rural (135)	High (148)	Middle (197)	Low (175)
1	.26	1	.28	.31	.26	.30	.16	.36	.28	.29	.28
2	.40	3	.72	.71	.74	.72	.72	.76	.76	.73	.70
3	.20	2	.29	.30	.29	.27	.29	.36	.23	.31	.33
4	.29	1	.98	.97	.98	.98	.98	.97	.99	.99	.94
5	.34	1	.94	.90	.98	.95	.94	.91	.96	.95	.90
6	.43	1	.49	.54	.45	.52	.52	.43	.59	.55	.36
7	.41	3	.37	.40	.35	.37	.39	.36	.47	.35	.33
8	.49	2	.64	.61	.67	.65	.68	.57	.72	.64	.57
9	.30	4	.54	.57	.51	.52	.49	.63	.56	.53	.54
10	.37	2	.80	.77	.83	.78	.85	.79	.78	.84	.77
11	.52	4	.62	.59	.66	.63	.70	.55	.68	.69	.49
12	.48	6	.50	.46	.56	.51	.56	.47	.54	.55	.43

Table 26

Summary Statistics of Test Items

Occupational Cognizance-Eleventh Grade-Form 11-F

				Proportion of Correct Responses							
	TOTAL (N=514)			SEX		URBANISM			SES		
Item Number	r_{pb}	Omits	P	Male (262)	Female (252)	Urban (271)	Suburban (111)	Rural (134)	High (151)	Middle (195)	Low (169)
1	.16	2	.17	.17	.17	.17	.21	.14	.15	.15	.20
2	.45	3	.49	.50	.49	.50	.55	.43	.56	.49	.45
3	.22	6	.66	.66	.68	.68	.62	.67	.66	.66	.69
4	.30	1	.68	.73	.64	.71	.69	.61	.72	.67	.67
5	.36	2	.83	.85	.82	.80	.85	.87	.83	.87	.79
6	.53	2	.31	.28	.34	.35	.25	.28	.36	.32	.25
7	.43	4	.85	.81	.90	.86	.84	.86	.91	.89	.77
8	.53	3	.28	.28	.30	.32	.27	.23	.34	.30	.22
9	.53	5	.57	.62	.54	.55	.66	.58	.68	.60	.48
10	.44	2	.67	.65	.69	.70	.66	.62	.72	.71	.58
11	.36	7	.58	.59	.59	.59	.61	.56	.63	.61	.54
12	.44	3	.27	.26	.27	.29	.15	.33	.32	.26	.23

B. Information about Test Forms.

Summary test form statistics are given in Tables 27 through 30 for each grade level (fourth and eleventh) and for each category (Basic Verbal Status and Occupational Cognizance). The following statistics are reported for each form: (1) Cronbach's Alpha, (2) the coefficient of variation, (3) the mean, standard deviation and number of cases for the total sample and within each major demographic category.

Test-retest reliability coefficients are presented in Table 31, at each grade level for each content area.

Since all students took two forms of each test at both administrations, it was possible to compute the correlation coefficients for all possible pairs of test forms. A summary of the intercorrelations of test forms at each grade level and for each subject area is presented in Tables 32 through 35. In these tables, the matrix for the first administration (Pretest) is above the diagonal and the matrix for the second administration (Postest) is below the diagonal.

Table 27

Summary Statistics of Test Forms

Basic Verbal Status-Fourth Grade

				Mean, Standard Deviation and Coefficient of Variation of Test Forms								
	Total			Total	Sex		Urbanism			SES		
Form	Alpha	cv			Male	Female	Urban	Suburban	Rural	High	Middle	Low
A	.74	.33	M	8.25	8.02	8.50	8.08	7.86	8.96	8.96	8.71	7.19
			sd	2.71	2.67	2.75	2.90	2.45	2.38	2.41	2.35	2.97
			N	473	246	227	251	105	117	142	164	167
B	.81	.31	M	9.28	8.89	9.66	9.14	9.24	9.65	10.08	9.48	8.33
			sd	2.85	3.04	2.60	3.01	2.78	2.49	2.36	2.73	3.11
			N	455	225	230	242	110	103	141	161	153
C	.64	.36	M	6.81	6.66	7.00	6.70	6.88	7.00	7.60	7.24	5.61
			sd	2.49	2.57	2.39	2.58	2.40	2.38	2.39	2.28	2.37
			N	459	255	204	243	107	109	141	165	153
D	.79	.37	M	8.05	7.85	8.25	7.59	8.38	8.74	9.05	8.60	6.60
			sd	3.02	2.89	3.14	3.28	2.65	2.55	2.54	2.66	3.21
			N	461	238	223	242	112	107	140	162	159
E	.77	.35	M	8.09	7.81	8.37	8.03	8.30	8.00	8.96	8.43	6.89
			sd	2.85	2.89	2.79	2.99	2.50	2.88	2.36	2.69	3.06
			N	453	231	222	239	105	109	139	165	149
F	.79	.35	M	8.19	7.84	8.56	7.77	8.18	9.11	9.09	8.50	7.04
			sd	2.92	2.97	2.84	3.09	2.83	2.42	2.41	2.83	3.09
			N	457	235	222	239	109	109	141	163	153

Table 28

Summary Statistics of Test Items

Occupational Cognizance-Fourth Grade

				Mean, Standard Deviation and Coefficient of Variation of Test Forms								
	Total			Total	Sex		Urbansim			SES		
Form	Alpha	cv			Male	Female	Urban	Suburban	Rural	High	Middle	Low
A	.69	.48	M	5.80	5.76	5.85	5.83	5.40	6.10	6.81	5.77	4.97
			sd	2.76	2.94	2.57	2.92	2.60	2.53	2.70	2.63	2.67
			N	473	246	227	251	105	117	142	164	167
B	.62	.42	M	5.76	5.60	5.92	5.75	5.78	5.78	6.61	5.88	4.86
			sd	2.45	2.59	2.30	2.54	2.26	2.45	2.36	2.29	2.40
			N	455	225	230	242	110	103	141	161	153
C	.45	.45	M	4.80	4.76	4.84	4.78	4.92	4.72	5.48	5.04	3.92
			sd	2.14	2.13	2.16	2.24	2.03	2.05	2.20	2.09	1.84
			N	459	255	204	243	107	109	141	165	153
D	.61	.47	M	5.22	5.18	5.26	5.07	5.27	5.51	6.06	5.57	4.12
			sd	2.45	2.45	2.46	2.55	2.34	2.33	2.421	2.43	2.08
			N	461	238	223	242	112	107	140	162	159
E	.80	.47	M	6.84	6.75	6.93	6.95	6.68	6.74	8.19	7.07	5.32
			sd	3.24	3.29	3.19	3.34	2.89	3.36	2.88	3.14	3.05
			N	453	231	222	239	105	109	139	165	149
F	.66	.47	M	5.49	5.40	5.58	5.26	5.65	5.84	6.32	5.89	4.30
			sd	2.57	2.61	2.52	2.53	2.76	2.42	2.59	2.52	2.13
			N	457	235	222	239	109	109	141	163	153

Table 29

Summary Statistics of Test Forms

Basic Verbal Status -Eleventh Grade

				Mean, Standard Deviation and Coefficient of Variation of Test Forms								
	Total			Total	Sex		Urbanism			SES		
Form	Alpha	cv			Male	Female	Urban	Suburban	Rural	High	Middle	Low
A	.65	.40	M	6.23	6.23	6.23	6.15	6.74	5.95	6.74	6.39	5.57
			sd	2.48	2.40	2.54	2.57	2.53	2.21	2.31	2.52	2.44
			N	514	245	269	275	99	144	154	189	173
B	.60	.34	M	6.93	7.01	6.85	6.77	6.76	7.29	7.17	7.15	6.45
			sd	2.32	2.42	2.22	2.42	2.39	2.11	2.27	2.35	2.30
			N	527	262	265	274	109	146	152	199	177
C	.65	.38	M	6.87	6.80	6.94	6.76	6.65	7.26	7.29	6.80	6.58
			sd	2.62	2.65	2.59	2.65	2.76	2.42	2.66	2.61	2.56
			N	520	271	249	270	111	139	150	194	176
D	.68	.33	M	7.47	7.51	7.43	7.23	7.61	7.83	8.25	7.60	6.65
			sd	2.49	2.47	2.51	2.52	2.60	2.30	2.12	2.30	2.75
			N	523	249	274	271	114	138	151	198	174
E	.71	.34	M	7.74	7.69	7.78	7.63	7.84	7.88	8.20	8.04	7.01
			sd	2.65	2.64	2.68	2.68	2.69	2.58	2.35	2.68	2.72
			N	520	265	255	275	110	135	148	197	175
F	.59	.31	M	7.28	7.13	7.43	7.34	6.96	7.43	7.87	7.20	6.85
			sd	2.29	2.39	2.16	2.33	2.14	2.28	2.24	2.29	2.21
			N	514	262	252	271	111	134	151	195	169

Table 30

Summary Statistics of Test Forms

Occupational Cognizance-Eleventh Grade

				Mean, Standard Deviation and Coefficient of Variation of Test Forms								
	Total			Total	Sex		Urbanism			SES		
Form	Alpha	cv			Male	Female	Urban	Suburban	Rural	High	Middle	Low
A	.56	.31	M	7.00	6.96	7.03	6.91	7.19	6.87	7.55	7.04	6.39
			sd	2.11	2.08	2.14	2.25	2.13	2.01	2.00	2.11	2.14
			N	514	245	269	275	99	144	154	189	173
B	.50	.27	M	7.75	7.93	7.58	7.74	7.42	7.95	8.18	7.74	7.36
			sd	2.07	2.16	1.97	2.12	2.00	2.11	1.94	2.12	2.11
			N	527	262	265	274	109	146	152	199	177
C	.52	.26	M	7.96	8.19	7.71	8.09	7.68	7.93	8.44	7.99	7.52
			sd	2.05	2.07	2.00	2.01	2.30	1.90	2.02	2.03	2.01
			N	520	271	249	270	111	139	150	194	176
D	.48	.24	M	7.77	7.90	7.64	7.79	7.62	7.83	8.34	7.79	7.24
			sd	1.90	2.08	1.72	1.89	1.93	1.90	1.61	1.86	2.04
			N	523	249	274	271	114	138	151	198	174
E	.43	.27	M	7.17	7.08	7.27	7.15	7.26	7.15	7.49	7.44	6.61
			sd	1.96	2.08	1.82	2.05	1.76	1.92	1.99	1.80	1.99
			N	520	265	255	275	110	135	148	197	175
F	.52	.34	M	6.37	6.34	6.39	6.51	6.32	6.13	6.85	6.47	5.82
			sd	2.15	2.15	2.15	2.20	2.09	2.07	2.22	2.19	1.91
			N	514	262	252	271	111	134	151	195	169

Table 31

Test-Retest Reliability

Form		Basic Verbal Status		Occupational Cognizance	
		Fourth Grade	Eleventh Grade	Fourth Grade	Eleventh Grade
A	r	.78	.77	.76	.71
	N	(391)	(422)	(391)	(422)
B	r	.77	.72	.70	.64
	N	(380)	(387)	(380)	(387)
C	r	.72	.74	.67	.77
	N	(369)	(386)	(369)	(386)
D	r	.82	.76	.72	.65
	N	(363)	(339)	(363)	(339)
E	r	.80	.75	.82	.61
	N	(377)	(350)	(377)	(350)
F	r	.82	.68	.77	.66
	N	(371)	(362)	(371)	(362)

Table 32

Intercorrelations of Test Forms for Pretest and Postest

Basic Verbal Status - Fourth Grade

Pretest

Form		A	B	C	D	E	F
A	r		.79	.68	.80	.74	.79
	N		(99)	(97)	(97)	(90)	(90)
B	r	.78		.61	.76	.74	.74
	N	(107)		(89)	(89)	(87)	(89)
C	r	.66	.72		.72	.70	.63
	N	(102)	(99)		(88)	(90)	(94)
D	r	.78	.77	.73		.70	.77
	N	(104)	(94)	(95)		(92)	(90)
E	r	.84	.67	.71	.72		.76
	N	(108)	(95)	(98)	(110)		(93)
F	r	.77	.81	.73	.71	.71	
	N	(100)	(98)	(99)	(100)	(102)	

Postest

(Note: Pretest correlations are above the diagonal; Postest correlations are below the diagonal.)

Table 33

Intercorrelations of Test Forms for Pretest and Posttest

Occupational Cognizance - Fourth Grade

Pretest

Form		A	B	C	D	E	F
A	r		.60	.68	.69	.70	.66
	N		(99)	(97)	(97)	(90)	(90)
B	r	.66		.65	.68	.74	.62
	N	(107)		(89)	(89)	(87)	(89)
C	r	.56	.66		.69	.58	.62
	N	(102)	(99)		(88)	(90)	(94)
D	r	.65	.68	.57		.72	.72
	N	(104)	(94)	(95)		(92)	(90)
E	r	.83	.58	.62	.69		.70
	N	(108)	(95)	(98)	(110)		(93)
F	r	.68	.76	.72	.69	.72	
	N	(100)	(98)	(99)	(100)	(102)	

Postest

(Note: Pretest correlations are above the diagonal; Postest correlations are below the diagonal.)

Table 34

Intercorrelations of Test Forms for Pretest and Postest

Basic Verbal Status - Eleventh Grade

Pretest

Form		A	B	C	D	E	F
A	r		.60	.56	.65	.62	.62
	N		(98)	(101)	(106)	(102)	(107)
B	r	.63		.57	.68	.69	.61
	N	(99)		(107)	(110)	(106)	(106)
C	r	.75	.60		.65	.59	.63
	N	(99)	(106)		(102)	(108)	(101)
D	r	.64	.58	.72		.70	.67
	N	(103)	(86)	(99)		(101)	(101)
E	r	.62	.74	.66	.67		.63
	N	(105)	(93)	(102)	(99)		(99)
F	r	.58	.54	.67	.55	.71	
	N	(103)	(101)	(95)	(94)	(99)	

Postest

(Note: Pretest correlations are above the diagonal; Postest correlations are below the diagonal.)

Table 35

Intercorrelations of Test Forms for Pretest and Posttest

Occupational Cognizance - Eleventh Grade

Pretest

Form		A	B	C	D	E	F
A	r		.54	.57	.43	.49	.50
	N		(98)	(101)	(106)	(102)	(107)
B	r	.50		.54	.41	.34	.49
	N	(99)		(107)	(110)	(106)	(106)
C	r	.62	.53		.62	.44	.39
	N	(99)	(106)		(102)	(103)	(101)
D	r	.63	.53	.55		.41	.54
	N	(103)	(86)	(99)		(101)	(101)
E	r	.55	.49	.46	.39		.42
	N	(105)	(93)	(102)	(99)		(99)
F	r	.52	.39	.53	.45	.54	
	N	(103)	(101)	(95)	(94)	(99)	

Postest .

Note: Pretest correlations are above the diagonal; Postest correlations are below the diagonal.)

Overall alpha for subject areas and grade levels are given in Table 36*.

Table 36

Overall Alpha for Subject Areas and Grade Level

	Basic Verbal Status			Occupational Cognizance		
Grade	$\hat{\bar{X}}$	.95 confidence interval	alpha	$\hat{\bar{X}}$	.95 confidence interval	alpha
4th Grade	48.66	± .551	.925	33.91	± .473	.829
11th Grade	42.50	± .558	.933	43.99	± .436	.859

$\hat{\bar{X}}$ = estimated average raw score of population on 72-item pool.

Sampling variance of $\hat{\bar{X}}$ =

$$V_{\hat{\bar{X}}} = \frac{1}{\bar{n}N(\bar{n}-1)} \{\bar{n}\,(n-1)\,\sigma_z^2 + (\bar{n}-n)\,[\bar{Z}\,(1-\bar{Z}) - \sigma_\pi^2]\}$$

Where:

$\bar{n}$ = number of items in item pool (72)

N = number of examinees per form (450-520)

$\bar{Z}$ = the mean score of $\bar{N}$ examinees on the $\bar{n}$-item test.

σ_z^2 = estimated examinee variance.

σ_π^2 = estimated item variance.

n = number of items per form (12)

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*Statistical procedures taken from "Estimating a Mean by Multiple Matrix Sampling" in Statistical Theories of Mental Test Scores by F. M. Lord and M. R. Novick, Addison-Wesley, 1968, p. 255-257.

In addition to the Basic Verbal Status and Occupational Cognizance Tests, data were obtained on students' Occupational Expectations and Educational Intentions. Presented in Tables 37 through 40 are the numbers of students (by sex and grade level) selecting each of the occupational options and the means and standard deviations of each group on the Basic Verbal Status and Occupational Cognizance Tests. Presented in Tables 41 through 44 are the numbers of students (by sex and grade level) selecting each of the options on the educational expectations inventory and the means and standard deviations of each group on the Basic Verbal Status and Occupational Cognizance Tests. Data are also presented for those students who failed to make a choice.

Table 37

Relation of Occupational Expectations to Basic Verbal Status and Occupational Cognizance

Fourth Grade - Male

Item Number	Occupation	N	BVS Mean	BVS sd	Occ. Cog. Mean	Occ. Cog. sd
1.	Pilot	118	8.48	2.70	6.36	2.71
2.	Athlete	63	9.05	2.70	6.87	2.70
3.	Doctor	59	7.22	2.78	5.02	2.40
4.	Teacher	29	7.10	2.96	4.59	2.83
5.	Policeman	103	6.07	2.70	4.05	2.39
6.	Milkman	16	5.44	2.99	3.94	2.43
7.	Mechanic	39	8.15	2.87	6.15	2.99
8.	Soldier	48	8.46	2.92	6.23	2.77
9.	Carpenter	34	8.59	2.74	6.53	2.46
10.	Truck Driver	65	6.86	3.09	5.14	2.89
11.	Barber	4	6.50	3.42	3.25	1.26
12.	Lawyer	45	8.04	2.90	6.11	2.66
13.	Farmer	35	7.11	2.63	4.80	2.46
14.	Chemist	44	9.25	2.94	7.34	2.82
15.	Mailman	11	4.82	1.89	3.82	1.54
	No Choice	2	7.00	2.83	7.50	4.95

Table 38

Relation of Occupational Expectations to Basic Verbal Status and Occupational Cognizance

Fourth Grade - Female

Item Number	Occupation	N	BVS Mean	BVS sd	Occ. Cog. Mean	Occ. Cog. sd
1.	Stewardess	59	9.56	2.25	6.86	2.45
2.	Athlete	12	9.42	1.44	8.00	2.56
3.	Doctor	19	8.58	3.10	6.37	3.61
4.	Teacher	168	7.93	2.97	5.45	2.81
5.	Cook	16	5.00	2.48	3.50	1.46
6.	Nurse	81	7.59	2.94	5.43	2.72
7	Telephone Operator	12	6.25	3.33	4.17	2.25
8.	Hair Stylist	54	8.50	2.57	5.70	2.48
9.	Secretary	45	9.00	2.62	6.18	2.53
10.	Saleslady	8	8.88	3.52	6.38	3.16
11.	Lawyer	3	8.00	2.65	4.33	2.52
12.	Chemist	3	8.67	4.04	6.67	4.51
13.	Actress	42	9.05	2.47	6.76	2.95
14.	Housewife	103	8.56	2.71	5.85	2.52
15.	Waitress	36	8.33	2.57	5.31	2.77
16.	No Choice	3	4.33	3.79	2.67	2.52

Table 39

Relation of Occupational Expectations to Basic Verbal Status and Occupational Cognizance

Eleventh Grade - Male

Item Number	Occupation		BVS		Occ. Cog.	
		N	Mean	sd	Mean	sd
1.	Pilot	68	7.35	2.37	7.28	2.08
2.	Athlete	60	6.45	2.57	6.63	1.90
3.	Doctor	51	9.18	2.34	8.08	2.12
4.	Teacher	94	7.98	2.20	7.85	2.21
5.	Policeman	48	5.96	2.02	6.46	2.15
6.	Milkman	6	7.50	2.74	6.83	1.94
7.	Mechanic	151	6.73	2.55	6.75	2.19
8.	Soldier	42	7.33	2.51	6.50	2.19
9.	Carpenter	41	5.98	2.40	6.85	2.37
10.	Truck Driver	43	6.98	2.52	6.40	2.16
11.	Barber	4	8.00	1.41	5.00	0.82
12.	Lawyer	70	8.37	2.56	7.90	1.99
13.	Farmer	28	7.79	2.62	7.54	1.97
14.	Chemist	58	8.79	2.15	8.21	1.87
15.	Mailman	2	6.50	0.71	4.00	1.41
16.	No Choice	11	6.73	2.24	8.00	1.90

Table 40

Relation of Occupational Expectations to Basic Verbal Status and Occupational Cognizance

Eleventh Grade - Female

Item Number	Occupation	N	BVS Mean	BVS sd	Occ. Cog. Mean	Occ. Cog. sd
1.	Stewardess	98	6.90	2.63	6.93	1.94
2	Athlete	7	7.57	1.27	6.57	1.51
3.	Doctor	22	8.55	2.87	8.18	1.89
4.	Teacher	123	7.98	2.23	7.76	2.09
5.	Cook	4	5.25	2.75	5.75	2.06
6.	Nurse	82	7.57	2.36	7.01	2.16
7.	Telephone Operator	13	6.54	1.71	5.77	2.42
8.	Hair Stylist	64	6.19	2.27	6.64	1.96
9.	Secretary	200	7.55	2.41	7.04	1.85
10.	Saleslady	19	7.05	2.22	6.47	2.32
11.	Lawyer	16	9.31	1.89	8.69	1.54
12.	Chemist	13	9.69	1.44	9.31	1.49
13.	Actress	16	7.88	2.66	7.31	1.96
14.	Housewife	94	7.20	2.53	6.71	1.77
15.	Waitress	7	5.57	3.05	7.00	3.65
16.	No Choice	4	6.00	2.16	7.50	3.42

Table 41

Relation of Educational Intentions to Basic Verbal Status and Occupational Cognizance

Fourth Grade - Male

			BVS		Occ. Cog.	
Item	Educ. Intention	N	Mean	sd	Mean	sd
1	Go to college or university for a while.	249	7.82	2.80	5.57	2.70
2.	Graduate from college or university.	83	8.25	2.90	6.54	2.74
3.	Graduate from college or university and take further education.	133	8.68	3.08	6.60	2.36
4.	Take vocational or technical training.	44	7.45	3.27	5.80	2.88
5.	Go to work	182	6.55	2.89	4.54	2.59
6.	Become housewife (Girls only)	0	---	---	---	---
7.	No Choice	24	7.58	2.59	5.58	3.02

Table 42

Relation of Educational Intentions to Basic Verbal Status and Occupational Cognizance

Fourth Grade - Female

			BVS		Occ. Cog.	
Item	Educ. Intention	N	Mean	sd	Mean	sd
1	Go to college or university for a while.	183	8.60	2.61	6.01	2.79
2.	Graduate from college or university.	73	8.93	2.81	6.84	2.81
3.	Graduate from college or university and take further education.	86	9.36	2.50	7.08	2.78
4.	Take vocational or technical training.	23	9.26	2.16	6.65	3.01
5.	Go to work.	147	7.65	2.93	5.04	2.48
6.	Become housewife (Girls only)	138	7.56	2.99	4.83	2.34
7.	No Choice.	14	6.50	3.41	5.14	2.51

Table 43

Relation of Educational Intentions to Basic Verbal Status and Occupational Cognizance

Eleventh Grade - Male

			BVS		Occ. Cog.	
Item	Educ. Intention	N	Mean	sd	Mean	sd
1	Go to collete or university for a while.	98	6.88	2.59	6.63	2.31
22.	Graduate from college or university.	269	7.88	2.40	7.57	1.91
3	Graduate from college or university and take further education.	120	8.24	2.56	8.17	2.26
4.	Take vocational or technical training.	148	6.69	2.46	6.86	2.14
5.	Go to work.	128	6.45	2.25	6.43	2.19
6.	Become housewife (Girls only)	2	6.00	0.00	9.00	0.00
7.	No Choice	12	6.33	2.87	6.17	2.04

Table 44

Relation of Educational Intentions to Basic Verbal Status and Occupational Cognizance

Eleventh Grade - Female

			BVS		Occ. Cog.	
Item	Educ. Intention	N	Mean	sd	Mean	sd
1.	Go to college or university for a while.	135	7.32	2.36	6.97	1.75
2.	Graduate from college or university.	189	7.97	2.32	7.79	2.02
3.	Graduate from college or university and take further education.	67	8.66	2.36	8.19	1.96
4.	Take vocational or technical training.	159	7.29	2.47	6.91	1.93
5.	Go to work	180	6.76	2.48	6.46	2.11
6.	Become housewife (Girls only)	49	6.71	2.57	6.67	1.76
7.	No Choice	3	9.00	1.00	8.33	2.31

IV. Discussion and Recommendations.

A. Test Items

The item analysis results reported in Tables 3 through 26 indicate that, in general, the test items perform well. In particular, administration of two 12 item forms of Basic Verbal Status and Occupational Cognizance were accommodated easily within a single class period. Very few items were omitted by the students.

Using a point-biserial correlation of .30 and p's of .15 or .85 as arbitrary criteria, the Project staff reviewed all items that seemed potentially improvable by revision. A list of these items, in their original form and with their corresponding suggested revision, follows. The item pools function well in their pretested form, but some improvement is likely to accompany the suggested revisions.

Revisions suggested by Project staff

Original Item	Suggested Revision
Basic Verbal Status-4th Grade	
Form C	
#4. Put an X in the space by the word that is NOT:	
CLOTHING:	
0 1. sweater	
0 2. hosiery	
0 3. skirt	
0 4. dressing	0 4. custom
Occupational Cognizance-4th Grade	
Form A	
#11. Which of the following works closest with a PILOT:	
0 1. architect	
0 2. mechanic	
0 3. surveyor	0 3. plumber
0 4. accountant	

Original Item	Suggested Revision
Occupational Cognizance-4th Grade	
Form B #5. Which of the following works closest with a GEOLOGIST:	
0 1. landscaper	1. gardener
0 2. teacher	
0 3. surveyor	
0 4. doctor	
Form B #12. Which of the following requires the LEAST training:	
0 1. astronaut	
0 2. telephone operator	
0 3. doctor	
0 4. hair stylist	4. teacher
Form C #5. Which of the following works closest with a CASHIER:	
0 1. librarian	
0 2. bookkeeper	2. waitress
0 3. nurse	
0 4. actress	
Form C #6. Army officers usually have at least:	6. Most Army officers have completed:
0 1. a high school diploma	0 1. high school
0 2. two years of high school	0 2. two years of high school
0 3. a college degree	0 3. college
0 4. a grade school education	0 4. elementary school

Original Item	Suggested Revision
Form C	
#11. A college education is NOT required to be a:	
0 1. nurse	1. psychologist
0 2. secretary	
0 3. teacher	
0 4. librarian	4. chemist
Form D	
#5. Which of the following requires the MOST training:	
0 1. printer	
0 2. sales clerk	
0 3. waitress	
0 4. telephone operator	4. secretary

Original Item	Suggested Revision
Occupational Cognizance-4th Grade	
Form D	
#6. Which of the following works closest with an INTERN:	
0 1. pilot	
0 2. fireman	
0 3. editor	3. carpenter
0 4. doctor	
Form E	
#6. It is usually necessary to serve as an INTERN to become a:	6. It is necessary to go to college to become a:
0 1. mechanic	
0 2. lawyer	2. painter
0 3. doctor	
0 4. policeman	
Form F	
#10. Which of the following is NOT in the field of CONSTRUCTION:	
0 1. architect	
0 2. mechanic	2. coach
0 3. carpenter	
0 4. surveyor	
Form F	
#12. Which of the following has to know the MOST about MATHEMATICS:	12. Which of the following must know most about MATHEMATICS:
0 1. lawyer	1. poet
0 2. pilot	2. engineer
0 3. doctor	3. mechanic
0 4. secretary	4. fireman

Original Item	Suggested Revision
Basic Verbal Status-11th Grade	
Form B #1. Put an X in the space by the word that is MOST LIKE: ELOQUENT: 0 1. expressive 0 2. imitative 0 3. lazy 0 4. elegant	4. elliptic
Form B #2. Put an X in the space by the word that is MOST LIKE: CURSORY: 0 1. hasty 0 2. vulgar 0 3. hidden 0 4. easily	4. spiteful
Form B #3. Put an X in the space by the word that is MOST LIKE: INTREPID: 0 1. brave 0 2. cheerful 0 3. evil 0 4. selfish	2. placid
Form C #4. Put an X in the space by the word that is NOT: a CONTAINER: 0 1. carton 0 2. carafe 0 3. canister 0 4. capacitor	4. couplet

Original Item	Suggested Revision
Basic Verbal Status-11th Grade	
Form D	
#1. Put an X in the space by the word that is MOST LIKE:	
AVARICIOUS:	
0 1. greedy	
0 2. hungry	2. frivolous
0 3. normal	3. listless
0 4. wild	4. angry
Form F	
#2. Put an X in the space by the word that is MOST LIKE:	
ENIGMA:	
0 1. curse	
0 2. riddle	2. mystery
0 3. medal	
0 4. stain	
Occupational Cognizance-11th Grade	
Form A	
#5. A college education is usually needed to be a:	
0 1. cryptologist	
0 2. actress	2. numismatist
0 3. geologist	
0 4. copywriter	4. photographer
Form A	
#7. If a person were an ENGRAVER, he would most likely be working for:	
0 1. an insurance company	
0 2. a detective agency	
0 3. a newspaper company	
0 4. a tombstone company	4. a mortuary company

Original Item	Suggested Revision
Occupational Cognizance-11th Grade	
Form C	
#6. Which of the following does NOT require a college education:	
0 1. physicist	1. high school principal
0 2. mathematician	2. curator
0 3. psychiatrist	3. civil engineer
0 4. choreographer	
Form C	
#12. Which of the following is NOT in the field of CONSTRUCTION:	
0 1. sandhog	
0 2. hod carrier	
0 3. laborer	3. mason
0 4. groom	4. blacksmith
Form D	
#12. Army officers usually have at least:	12. Most Army officers usually have completed:
0 1. a high school diploma	1. high school
0 2. two years of high school	2. two years of high school
0 3. a college degree	3. college
0 4. a grade school education	4. elementary school
Form E	
#1. Librarians usually have at least:	1. Most librarians have completed:
0 1. a high school diploma	1. high school
0 2. a college degree	2. college
0 3. two years of high school	3. two years of high school
0 4. a grade school education	4. elementary school

Original Item	Suggested Revision
Occupational Cognizance-11th Grade	
Form E	
#3. Which of the following most likely works with a GEOLOGIST:	
0 1. chemist	
0 2. landscaper	
0 3. teacher	
0 4. surveyor	4. physiologist
Form E	
#4. What kind of work does a FLORIST do:	4. What kind of work does a FLORICULTURIST do:
0 1. installs floors in buildings	
0 2. maintains and repairs flooring	
0 3. mixes dough in a bakery	
0 4. raises or sells flowers	4. raises flowers
Form F	
#1. Army officers usually have at least:	1. Most Army officers have completed:
0 1. a high school diploma	1. high school
0 2. two years of high school	2. two years of high school
0 3. a college degree	3. college
0 4. a grade school education	4. elementary school
Form F	
#3. Which of the following most likely works with a COMPOSITOR:	
0 1. draftsman	
0 2. editor	
0 3. biologist	3. electronics engineer
0 4. physician	4. accountant

The comments and suggestions of the reviewers regarding test items were abstracted and tabulated. A listing of the reviewers' suggestions and the corresponding recommendations of the Project staff are given below:

Reviewers' Comments	Staff Recommendations
4th Grade Vocabulary Form B, Item #5	
A spoon might be used as a weapon. Some pupils might not know what a harpoon is.	Analysis indicates that this item functions well as it stands. No change recommended.
4th Grade Reading Form B, Item #1	
Stem is ambiguous. Does not indicate that Jim studied hard so he could be a doctor.	Analysis (p=84) indicates that this item functions well. No change recommended.
4th Grade Vocabulary Form C, Item #4	
Correct option is ambiguous. Also, item may be too easy.	Analysis indicates that this item functions well. No change recommended.
4th Grade Reading Form C, Item #2	
Reviewers found several ambiguities in stem. Use of word "all" in option #3 not justified by reading selection.	Delete word "all" from option #3.
4th Grade Vocabulary Form D, Item #6	
There are very few streetcars in existence today. May be unknown to pupils.	Analysis indicates that this item functions extremely well. No change recommended.

Reviewers' Comments	Staff Recommendations
4th Grade Reading Form E, Item #2	
Stem does not specify that Tom actually bought an ice cream cone.	Change stem so that words "and bought" replace the words "to buy".
4th Grade Reading Form F, Item #2	
Stem does not specify that the car Billy saw was actually in the woods.	Analysis indicates that this item functions well. No change recommended.
4th Grade Occupational Cognizance Form A, Item #6	
There are counselors in fields other than Education. Options are therefore ambiguous.	Replace "school nurse" for "counselor" in option #3.
4th Grade Occupational Cognizance Form D, Item #1	
Reviewer suggests that pilots do not really need to know about mathematics.	Analysis indicates that this item functions well. No change recommended.
4th Grade Occupational Cognizance Form E, Item #2	
Reviewer suggests that some policemen (desk sergeants) spend a great deal of time at desks.	Analysis indicates that this item functions well. No change recommended.

Reviewers' Comments	Staff Recommendations
11th Grade Reading Form A, Item #1	
Reviewer suggests that the distractors may be too easy. "Insect" especially, is a give-away.	Revise Option #2 to read: "John assumed that the switch had recently been installed." Revise Option #3 to read: "The light flickered out after John installed it."
11th Grade Reading Form C, Item #4	
Confusion in use of word "surprised" in Options 3 and 4. "Surprised" is not the same as "shocked".	Change "surprised" in Option #3 to "shocked". Change "surprise" in Option #4 to "shock".
11th Grade Vocabulary Form D, Item #6	
There are other planes than those that fly, such as those used by carpenters.	Change "plane" in Option #4 to "airplane".
11th Grade Reading Form D, Item #3	
Stem says "It was almost always the mother...." while correct option (Option #1) omits word "almost".	Delete "almost" from stem.
11th Grade Reading Form E, Item #3	
"Chased or killed" which appears in Option #3 is not the same as "chased and killed" which appears in stem.	Change "chasing or killing quail" in Option #3 to "chasing and killing quail."

Following is a list of items recommended for revision by the reviewers. These items have already been suggested for revision by the Project staff. These items and the suggested revisions based on item analysis results will be found at the beginning of this section in the order listed:

Basic Verbal Status - 4th Grade. Form C, Item #4.

Occupational Cognizance - 4th Grade. Form C, Item #6.

Occupational Cognizance - 4th Grade. Form C, Item #11.

Occupational Cognizance - 4th Grade. Form F, Item #10.

Occupational Cognizance - 4th Grade. Form F, Item #12.

Basic Verbal Status - 11th Grade. Form B, Item #1.

Basic Verbal Status - 11th Grade. Form C, Item #4.

Occupational Cognizance - 11th Grade. Form D, Item #12.

Occupational Cognizance - 11th Grade. Form E, Item #1.

Occupational Cognizance - 11th Grade. Form F, Item #1.

Occupational Cognizance - 11th Grade. Form F, Item #3.

It was suggested that the ordering of the choices on the Educational Intentions inventory be revised because of prestige factors in our society and for greater accuracy of response. The following revision is therefore suggested for the Educational Expectations inventory:

What do you plan to do when you leave high school?

1. Go to work.
2. Become a housewife (for girls only).
3. Take vocational or technical training.
4. Go to college or university for a while.
5. Graduate from college or university.
6. Graduate from college or university and take further advanced education.

B. Test Forms.

1. Summary Statistics of Test Forms.

The results summarized in Tables 27 through 31 indicate that when the item pool is sampled and 12-item tests are formed, these 12-item tests perform quite well. The alphas reported in these tables are for each of the 12-item forms as an independent achievement test; these alphas do not indicate the reliability of the item and student sampling as an estimate of the population achievement level. Of course, these items are designed for the item sampling model. The reliability of population estimates is treated in Table 36.

2. Test-Retest Reliability.

The test-retest reliability estimates of each of the 12-item forms are given in Table 31. This index of the stability of the test forms over a three-week interval suggests that when the item pool is sampled, as it was in this instance, the short (12-item) forms provide measures not subject to extreme variation over short periods of time. This type of reliability is of particular interest for the fourth-grade level of occupational cognizance. This content is new to educational testing and might have been expected to be relatively unstable with younger children. These results suggest that knowledge of occupations can be measured with stability at the fourth grade. Again, these results reflect the performance of the 12-item form, not the performance of the item pool in estimating population performance levels.

3. Intercorrelation of Test Forms on Pretest and Postest.

The correlation of each test form with each of the other five forms from the same item pool is given in Tables 32 through 35. These correlations tend to be nearly as high as the test-retest correlations, reflecting the parallelism of the short forms.

4. Overall Alpha for Subject Areas and Grade Levels.*

The generalizability (or accuracy) of the item pool and entire student sample are given in Table 36. These results indicate that the item pools used in this type of content and student sampling design, provide very precise estimates of population averages.

Even without the suggested item revisions, these item pools, used in matrix sampling, allow very accurate estimates to be made of the average Basic Verbal Status and Occupational Cognizance of students in the fourth and eleventh grades.

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*The matrix sampling formulas were taken from Lord and Novick, Statistical Statistical Theories of Mental Test Scores, Addison-Wesley Publishing Co., Reading, Mass., 1968. p. 255 to 257.

5. Relation of Occupational Expectations to Basic Verbal Status and Occupational Cognizance.

The results reported in Tables 37 - 40 indicate that there is, in general, some correspondence between the technical level of expected occupations and performance on the two content areas. These data certainly seem to warrant further analysis. We recommend that U.S.O.E. have such analyses performed.

6. Relation of Educational Intentions to Basic Verbal Status and Occupational Cognizance.

The results in Tables 41 through 44 are similar to those obtained from the Occupational Expectations item. Some correspondence between performance in both content areas and level of educational aspiration is apparent. The relation between students' expected educational and occupational futures deserves more detailed study. These data offer a convenient source of information.

APPENDIX 1

Schools participating in Project

	Urban	Suburban	Rural
Pennsylvania	Sunnyside Elem. Pittsburgh	Woodrow Wilson High Levittown	Defiance Elem. Defiance
	Miller Elem. Pittsburgh	Maple Shade Elem. Croyden	Tussey Mountain High Saxton
	Allerdice High Pittsburgh		Reamstown Elem. Reamstown
	Fifth Avenue High Pittsburgh		Cocalico Senior High Denver
Texas	White Settelement ISD Fort Worth	Carrollton-Farmers Branch ISD Carrollton	Dekalb ISD Dekalb
	Edgwood ISD San Antonio	Robstown ISD Robstown	
Wisconsin	Milwaukee Public Schools Milwaukee	Menomonee Falls Public Schools Menomonee Falls	Wisconsin Heights Public Schools Mazomanie
Colorado	Jefferson Senior High Denver	Meritt Hutton Senior High Denver	Pitts Elem. Leadville
	South High Denver	Thornton Elem. Denver	Lake County Senior High Leadville
	West High Denver		
	Pitts Elem. Denver		
	Bradley Elem. Denver		
	Greenlee Elem. Denver		

Appendix 1 (continued)
Schools participating in Project

	Urban	Suburban	Rural
Florida	Pinellas County School District Clearwater	Dade County School District Miami	Collier County School District Naples
	Hillsborough County School District Tampa		Wakulla County School District Crawfordville
Washington	Tacoma School District #10 Tacoma	Highline School District #401 Seattle	Rochester School District #401 Rochester

Appendix 2

Pretest Procedures for Administrators and Teachers

TO: SCHOOL ADMINISTRATORS

FROM: COMPREHENSIVE EVALUATION PROJECT

RE: PILOT TEST PROCEDURE

Enclosed in this box are sets of tests for your school or school district. Each package contains 35 pretest booklets, Directions for Administering and a return envelope, 35 postest booklets, Directions for Administering and a return envelope as well as a special booklet: Directions for Teachers. Copies of both sets of directions are attached to this memo for your information.

Could you please see that each teacher receives his complete packet as soon as possible? Fourth-grade tests are marked in the upper right hand corner of each booklet (Form 4-A through Form 4-F) while eleventh-grade tests are marked Form 11-A through 11-F. The numbers in red and blue are student identification numbers necessary to insure accurate assignment of identical pretest and postest forms to students. Could you please ask each teacher to obtain two copies of a roster of the class being tested, note the red numbers for each student, keep one copy of the roster and send the other along with the completed pretest booklets.

The pretest is to be administered on November 3rd and the completed copies returned directly to us immediately. The postest is to be administered on November 24th and the completed copies returned directly to us immediately. If you have any questions, you may phone the following number collect:

Mrs. Marilyn Law (Sacramento, Calif.)
Area Code 916/ 489-4321

Thank you very much for your cooperation.

COMPREHENSIVE EVALUATION PROJECT

Directions for Teachers

This is a Pilot Test for a federal project to develop a set of test forms measuring Basic Verbal Status and Occupational Cognizance of students throughout the United States. Your interest and cooperation are very much appreciated. We are asking you to give this test twice during the month of November in order to establish pretest and postest reliability. When the tests have been scored by us, they will be returned to you for whatever educational use you would like to make of them. Since the reliability of the test depends upon the method by which the test is given, it is essential that all teachers administer the test in the same way.

You have been given two identical sets of 35 test booklets, numbered in sequence. The booklets numbered in RED in the upper right hand corner are the pretests and should be administered on Monday, November 3rd. The booklets numbered in BLUE in the upper right hand corner are the postests and should be administered on Monday, November 24th. It is expected that your class size is less than 35, so you may save or discard the extra copies, as you see fit.

On Monday, November 3rd, please distribute the booklets which have the RED numbers in the upper right hand corner. Please make sure that you start with number 1 and distribute them in sequence. Before you begin to read the directions, make sure that each student writes his name, your name and the name of the school in the spaces provided on the first page. As soon as the test has

Directions for Teachers

-2-

been completed, please record the red numbers (designating the test each student took) on a class roster for our records, making sure to do the same on a duplicate copy of the roster for you to use during the second testing. Put all the completed test forms, along with the roster, in one of the stamped envelopes provided and mail immediately. Do not return the unused booklets.

Please do not discuss the test or any of the items with your students. You may tell them that the tests will be returned as soon as possible and that you will discuss the test with them at that time.

On Monday, November 24th, please give the second test. Each numbered booklet contains a different combination of test forms and it is imperative that students take the SAME test forms over again. By referring to your roster, you can distribute the BLUE numbered test booklets to the same students. For example, if John Doe took the test form numbered 6 in RED the first time, he should now be given the test form numbered 6 in BLUE. Be sure to verify this against your class roster before the students begin the test. Please read all directions the second time exactly as you did the first time. As soon as the test is completed, put the forms in the remaining stamped envelope and mail immediately. You need not return your copy of the class roster. Please do not return any of the unused test booklets. Since our statistical analysis must be completed by the end of December, we would very much appreciate if you would return the completed tests on the day they are given.

Once again, thank you very much for your cooperation.

Appendix 3

COMPREHENSIVE EVALUATION PROJECT

BASIC VERBAL STATUS

MANUAL OF INSTRUCTIONS FOR ADMINISTERING

NOTE: Directions to be read aloud to students are in CAPITAL LETTERS.

This packet contains a set of six different forms of a test of Basic Verbal Status. The tests are in a special order, so please do not rearrange them. Distribute the booklets to the students in the following manner: Begin with the first student in the first row to your right and continue up that row, taking the booklets from the top of the packet. Do the same for each succeeding row. When all the booklets have been passed out, ask the students to write their names, your name and the name of the school in the space provided. When you are sure this is done, read the following aloud:

FOR THIS TEST, YOU WILL MARK YOUR ANSWERS IN THE TEST BOOK. EACH QUESTION HAS FOUR CHOICES AND ONLY ONE CHOICE IS CORRECT. WHEN YOU HAVE MADE YOUR CHOICE, PUT AN X IN THE SPACE BY YOUR ANSWER. BE SURE THAT YOU MARK YOUR CHOICE CLEARLY. IF YOU MAKE A MISTAKE OR CHANGE YOUR MIND, ERASE THE WRONG ANSWER AND MARK YOUR NEW CHOICE.

LOOK AT THE TOP OF THE PAGE WHERE IT SAYS: SAMPLE QUESTION. PUT AN X IN THE SPACE BY THE WORD THAT IS MOST LIKE: JOURNEY. GO AHEAD. ALL RIGHT. IF YOU DECIDED THAT TRIP WAS THE WORD MOST LIKE JOURNEY, AND IF YOU PUT AN X IN THE SPACE BY ANSWER THREE, YOU WERE CORRECT.

WE ARE NOW READY TO START THE TEST.

THIS IS A VOCABULARY TEST. FOR THE FIRST THREE QUESTIONS, PICK THE WORD THAT IS MOST LIKE THE ONE IN CAPITAL LETTERS. FOR THE LAST THREE QUESTIONS, PICK THE WORD THAT IS NOT IN THE GROUP THAT IS NAMED. AS SOON AS YOU FINISH THESE SIX QUESTIONS, PUT YOUR PENCILS DOWN.

GO AHEAD.

BASIC VERBAL STATUS

(When all but a few students have finished, give the slower students a minute or so to try the remaining questions. Then call: STOP.)

TURN THE PAGE. THIS IS A READING TEST. YOU WILL HAVE SIX PARAGRAPHS TO READ. READ EACH PARAGRAPH CAREFULLY AND LOOK AT THE FOUR SENTENCES THAT FOLLOW. CHOOSE THE ONE SENTENCE THAT TELLS YOU SOMETHING YOU HAVE JUST FINISHED READING. YOU DO NOT HAVE TO GUESS OR FIGURE OUT ANYTHING COMPLICATED. THE CORRECT ANSWER IS THE ONE THAT SAYS IN A DIFFERENT WAY WHAT YOU HAVE ALREADY READ. WHEN YOU HAVE FINISHED THIS PAGE, GO ON TO THE NEXT ONE. WHEN YOU HAVE ANSWERED ALL SIX QUESTIONS, PUT YOUR PENCILS DOWN. GO AHEAD.

(When all but a few students have finished, give the others a minute or so to try the remaining questions. then call: STOP.)

ALL RIGHT. NOW, TURN BACK TO PAGE ONE. CHECK THE TOP OF THE PAGE AND MAKE SURE THAT YOU HAVE FILLED IN YOUR NAME, MY NAME AND THE NAME OF THE SCHOOL.

Appendix 4

COMPREHENSIVE EVALUATION PROJECT

OCCUPATIONAL COGNIZANCE

MANUAL OF INSTRUCTIONS FOR ADMINISTERING

NOTE: Directions to be read aloud to students are in CAPITAL LETTERS.

This packet contains a set of six different forms of a test of Occupational Cognizance. The tests are in a special order, so please do not rearrange tham. Distribute the booklets to the students in the following manner: Begin with the first student in the first row to your right and continue up that row, taking the booklets from the top of the packet. Do the same for each succeeding row. When all the booklets have been passed out, ask the students to write their names, your name and the name of the school in the space provided. When you are sure this is done, read the following aloud:

FOR THIS TEST, YOU WILL MARK YOUR ANSWERS IN THE TEST BOOK. EACH QUESTION HAS FOUR CHOICES AND ONLY ONE CHOICE IS CORRECT. WHEN YOU HAVE MADE YOUR CHOICE, PUT AN X IN THE SPACE BY YOUR ANSWER. BE SURE TO MARK YOUR CHOICE CLEARLY. IF YOU MAKE A MISTAKE OR CHANGE YOUR MIND, ERASE THE WRONG ANSWER AND MARK YOUR NEW CHOICE. LOOK AT THE PAGE IN FRONT OF YOU.

THIS IS A TEST OF YOUR KNOWLEDGE OF OCCUPATIONS. YOU WILL HAVE TWELVE QUESTIONS TO ANSWER. READ EACH QUESTION CAREFULLY AND CHOOSE THE BEST ANSWER. YOU MAY NOT KNOW WHAT SOME OF THE OCCUPATIONS ARE, BUT DO THE BEST YOU CAN. HERE IS A SAMPLE QUESTION:

WHICH OF THE FOLLOWING WORKS CLOSEST WITH A DOCTOR: ONE: LAWYER; TWO: TYPIST; THREE: NURSE; FOUR: EDITOR. GO AHEAD AND MARK YOUR CHOICE. ALL RIGHT. IF YOU CHOSE NUMBER THREE, YOU WERE CORRECT. A NURSE WORKS CLOSEST WITH A DOCTOR.

OCCUPATIONAL COGNIZANCE

REMEMBER TO READ EACH QUESTION CAREFULLY. I CANNOT ANSWER ANY QUESTIONS, SO DON'T RAISE YOUR HANDS. WHEN YOU HAVE FINISHED ALL TWELVE QUESTIONS, PUT YOUR PENCILS DOWN. TURN THE PAGE AND START.

(Please do not answer any questions about the meaning of words. This is a test of the students' knowledge of occupations. When all but a few students have finished, give the others a minute or so to try the remaining questions.)

ALL RIGHT. TURN THE PAGE. NOW, WE WOULD LIKE YOU TO ANSWER TWO QUESTIONS. FIRST, WHAT KIND OF JOB YOU THINK YOU ARE MOST LIKELY TO HAVE AS AN ADULT. YOU MAY NOT EXPECT TO WORK AT ANY OF THESE JOBS ON THE LIST, BUT PICK THE ONE MOST LIKE THE JOB YOU EXPECT TO HAVE. THE BOYS WILL CHOOSE FROM THE LEFT HAND COLUMN AND THE GIRLS FROM THE RIGHT HAND COLUMN. MARK ONLY ONE OF THESE JOBS. GO AHEAD.

NOW, MARK DOWN WHAT YOU PLAN TO DO WHEN YOU LEAVE HIGH SCHOOL. IF YOU DON'T KNOW YET, MARK DOWN WHAT YOU THINK YOU WILL DO. GO AHEAD.

ALL RIGHT. NOW, TURN BACK TO PAGE ONE. CHECK THE TOP OF THE PAGE AND MAKE SURE THAT YOU HAVE FILLED IN YOUR NAME, MY NAME AND THE NAME OF THE SCHOOL.

Appendix 4 (Continued)

FOURTH-GRADE OCCUPATIONS TEST

Student: ____________________

Teacher: ____________________

School: ____________________

This is a test of your knowledge of occupations. You will have twelve questions to answer. Read each question carefully and choose the best answer. You may not know what some of the occupations are, but do the best you can.

Here is a sample question:

Which of the following works closest with a DOCTOR:

○ 1. Lawyer
○ 2. Typist
○ 3. Nurse
○ 4. Editor

TURN THE PAGE AND START:

Appendix 4 (Concluded)

ELEVENTH-GRADE OCCUPATIONS TEST

Student: ____________________

Teacher: ____________________

School: ____________________

This is a test of your knowledge of occupations. You will have twelve questions to answer. Read each question carefully and choose the best answer. You may not know what some of the occupations are, but do the best you can.

Here is a sample question:

Which of the following works closest with a DOCTOR:

○ 1. Lawyer
○ 2. Typist
○ 3. Nurse
○ 4. Editor

TURN THE PAGE AND START:

Appendix 5

Specimen Test Forms

(Note: Subsequent pages are not numbered sequentially. A list of the Test Forms in the order in which they appear follows:)

Basic Verbal Status - Fourth Grade, Form 4A
Basic Verbal Status - Fourth Grade, Form 4B
Basic Verbal Status - Fourth Grade, Form 4C
Basic Verbal Status - Fourth Grade, Form 4D
Basic Verbal Status - Fourth Grade, Form 4E
Basic Verbal Status - Fourth Grade, Form 4F

Occupational Cognizance - Fourth Grade, Form 4A
Occupational Cognizance - Fourth Grade, Form 4B
Occupational Cognizance - Fourth Grade, Form 4C
Occupational Cognizance - Fourth Grade, Form 4D
Occupational Cognizance - Fourth Grade, Form 4E
Occupational Cognizance - Fourth Grade, Form 4F

Occupational Expectations and Educational Intentions - Fourth Grade

Basic Verbal Status - Eleventh Grade, Form 11-A
Basic Verbal Status - Eleventh Grade, Form 11-B
Basic Verbal Status - Eleventh Grade, Form 11-C
Basic Verbal Status - Eleventh Grade, Form 11-D
Basic Verbal Status - Eleventh Grade, Form 11-E
Basic Verbal Status - Eleventh Grade, Form 11-F

Occupational Cognizance - Eleventh Grade, Form 11-A
Occupational Cognizance - Eleventh Grade, Form 11-B
Occupational Cognizance - Eleventh Grade, Form 11-C
Occupational Cognizance - Eleventh Grade, Form 11-D
Occupational Cognizance - Eleventh Grade, Form 11-E
Occupational Cognizance - Eleventh Grade, Form 11-F

Occupational Expectations and Educational Intentions - Eleventh Grade

(Form 4-A)

FOURTH-GRADE VOCABULARY TEST

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by the word that is MOST LIKE:

1. BAG:

0 1. large
0 2. sack
0 3. insect
0 4. hide

2. AID:

0 1. take
0 2. drink
0 3. sick
0 4. help

3. TOUCH:

0 1. feel
0 2. mean
0 3. ache
0 4. tight

Put an X in the space by the word that is NOT:

4. a RELATIVE:

0 1. uncle
0 2. cousin
0 3. friend
0 4. father

5. a FLOWER:

0 1. rose
0 2. lily
0 3. bench
0 4. tulip

6. an APPLIANCE:

0 1. sofa
0 2. refrigerator
0 3. stove
0 4. dryer

FOURTH-GRADE READING TEST (Form 4-A)

Put an X in the space by the sentence that tells you something you read in the story:

1. When his brothers wouldn't play with him, Petey would spend his time looking for empty pop bottles. He would sell them at the corner grocery store. One day, he made thirty cents that way.

0 1. Petey and his brothers played with pop bottles at the corner.

0 2. Petey would sometimes sell empty pop bottles at the corner store.

0 3. Petey made thirty cents a day selling pop bottles.

0 4. Petey's brothers would never play with him.

2. Six hundred years ago, before the printing press was invented, books had to be copied by hand. This took a long time to do and books were very precious.

0 1. The printing press was invented one hundred years ago.

0 2. It took a long time to make books on the printing press.

0 3. It took a long time to copy books by hand.

0 4. Books were copied by hand for six hundred years.

3. Spring came very early that year. The snow melted so fast that the river overflowed. The flood almost ruined the Smith house.

0 1. The Smith house was almost ruined by the snow that year.

0 2. The snow melted fast when the river overflowed.

0 3. The Smith house was almost ruined by the spring flood.

0 4. Spring came fast to the Smith house that year.

4. When Bill was eight years old, his family moved to Kansas.

0 1. Bill lived in Kansas for eight years.

0 2. Bill's family moved to Kansas when he was eight years old.

0 3. Bill's family left Kansas when he was eight years old.

0 4. Bill's family lived in Kansas until he was eight years old.

5. The girls in the fourth grade made candy to sell at the fair. They sold all the candy to their parents, who came to the fair.

0 1. The fourth grade girls made good candy.

0 2. The fourth grade parents made candy to sell at the fair.

0 3. The fourth grade girls sold candy at the fair.

0 4. The fourth grade girls bought candy at the fair.

6. At six o'clock, Billy heard the alarm clock ring. He turned it off and got out of bed, still sleepy.

0 1. Billy got out of bed at six o'clock.

0 2. Billy was out of bed before six o'clock.

0 3. Billy didn't hear the alarm clock.

0 4. Billy didn't sleep in his bed last night.

FOURTH-GRADE VOCABULARY TEST

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by the word that is MOST LIKE:

1. FLOWER:

0 1. vase
0 2. grain
0 3. strong
0 4. blossom

2. JOLLY:

0 1. jam
0 2. circus
0 3. happy
0 4. hot

3. SICK:

0 1. hunt
0 2. health
0 3. ill
0 4. poor

Put an X in the space by the word that is NOT:

4. a BUILDING:

0 1. cabin
0 2. fence
0 3. house
0 4. church

5. a WEAPON:

0 1. harpoon
0 2. arrow
0 3. pistol
0 4. spoon

6. a BEVERAGE:

0 1. salad
0 2. tea
0 3. milk
0 4. coffee

FOURTH-GRADE READING TEST (Form 4-B)

Put an X in the space by the sentence that tells you something you read in the story:

1. Jim wanted to be a doctor like his father. He studied hard at school and made good grades.

    0 1. Jim's father wanted to be a doctor.

    0 2. Jim's father made good grades in school.

    0 3. Jim studied hard at school so he could be a doctor.

    0 4. Jim's doctor made him study hard in school.

2. Jimmy likes to watch television every day before suppertime. The program he likes best is about cowboys.

    0 1. Jimmy watches television in the summertime.

    0 2. Jimmy likes to watch a cowboy program on television.

    0 3. Jimmy watches television in the morning.

    0 4. Jimmy and the cowboys watch television before supper.

3. On her way home from school on Friday, Mary lost her report card.

    0 1. Mary reported to school on Friday.

    0 2. Mary lost her report card on Friday.

    0 3. Mary lost her report card on the way to school.

    0 4. Mary took her report card to school on Friday.

4. When Jim heard that the circus was coming to town, he went to work for his uncle. In three weeks, he earned enough money to buy his own ticket.

    0 1. Jim's uncle came to town for three weeks.

    0 2. The circus was in town for three weeks.

    0 3. Jim heard about the circus from his uncle.

    0 4. Jim earned money to buy a ticket to the circus.

5. Early in the spring, the pioneers loaded their wagons and started off across the prairies.

0 1. The heavy load in the wagons weakened the springs.

0 2. The pioneers unloaded their wagons in the spring.

0 3. The pioneers started across the prairies early in the spring.

0 4. The pioneers travelled across the prairies until early spring.

6. The teacher wrote some rules on the board. She told the students that if they obeyed the rules, they could go home early.

0 1. The teacher always sent the students home early.

0 2. The students wrote some rules on the board.

0 3. The teacher used a ruler to make the students behave.

0 4. The teacher wrote some rules for the students to obey.

FOURTH-GRADE VOCABULARY TEST

(Form 4-C)

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by the word that is MOST LIKE:

1. MELODY:

0 1. voice
0 2. tune
0 3. dull
0 4. memory

2. LIBERTY:

0 1. justice
0 2. ruler
0 3. peace
0 4. freedom

3. PROMPT:

0 1. dance
0 2. quick
0 3. slow
0 4. clean

Put an X in the space by the word that is NOT:

4. CLOTHING:

0 1. sweater
0 2. hosiery
0 3. skirt
0 4. dressing

5. a SHELTER:

0 1. house
0 2. tent
0 3. cabin
0 4. desert

6. a TOOL:

0 1. hammer
0 2. shop
0 3. saw
0 4. wrench

(Form 4-C)

FOURTH-GRADE READING TEST

Put an X in the space by the sentence that tells you something you read in the story:

1. During the summer, Andy made the rounds with the postman, who was his friend; but he was not allowed to deliver letters.

    0 1. Andy delivered letters for the postman.

    0 2. Andy made the rounds with the postman in the summer.

    0 3. The postman's friend delivered Andy's letters.

    0 4. Andy's friend made the rounds with the postman.

2. Willie climbed over the fence and the boys in the gang followed him. They came to the end of the street and sat down on the curb, tired.

    0 1. The boys rolled the tires down the curb to the fence.

    0 2. The boys sat on the fence and watched Willie jump.

    0 3. All the boys followed Willie over the fence.

    0 4. The boys ganged up on Willie when he climbed over the fence.

3. Having just moved from a small town in the South to the big city, Chuck had trouble getting used to his new surroundings.

    0 1. Chuck had trouble in the small town down South.

    0 2. Chuck had just moved to the big city.

    0 3. Chuck moved down South to the big city.

    0 4. Chuck was surrounded by trouble in the city.

FOURTH-GRADE READING TEST

4. Johnny's mother took him to the hospital. The doctor said that Johnny needed fresh air and exercise and told him to do a lot of swimming.

0 1. The doctor told Johnny to go swimming and get some exercise.

0 2. The doctor told Johnny's mother to do a lot of swimming.

0 3. Johnny and his mother went to the hospital to get exercise.

0 4. Johnny told the doctor that he did a lot of swimming.

5. As the car came around the corner, Danny's bike ran into the side of it.

0 1. Danny's bike ran into the side of the car.

0 2. The car ran into the side of Danny's bike.

0 3. Danny rode his bike around the corner.

0 4. Danny's bike was inside the car on the corner.

6. When he was still a young boy, Luther grew and sold vegetables to earn money.

0 1. Luther grew old selling vegetables.

0 2. Luther sold vegetables when he grew up.

0 3. When he was a young boy, Luther stole vegetables.

0 4. Luther sold vegetables when he was young.

FOURTH-GRADE VOCABULARY TEST (Form 4-D)

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by the word that is MOST LIKE:

1. NEAT:

0 1. good
0 2. tidy
0 3. dark
0 4. want

2. POWERFUL:

0 1. brave
0 2. proud
0 3. strong
0 4. successful

3. PAIL:

0 1. sick
0 2. bucket
0 3. heap
0 4. shovel

Put an X in the space by the word that is NOT:

4. a PUBLICATION:

0 1. pamphlet
0 2. corridor
0 3. magazine
0 4. newspaper

5. a SPORT:

0 1. baseball
0 2. radio
0 3. tennis
0 4. swimming

6. a VEHICLE:

0 1. wagon
0 2. truck
0 3. streetcar
0 4. ticket

FOURTH-GRADE READING TEST (Form 4-D)

Put an X in the space by the sentence that tells you something you read in the story:

1. Henry played his radio so loud that he didn't hear his brother come in and take his baseball glove.

   0 1. Henry's brother didn't hear him come in.

   0 2. Henry took his baseball glove and went out with his brother.

   0 3. Henry's brother played the radio too loud.

   0 4. Henry's brother took his baseball glove.

2. While the bird played in the birdbath, the cat watched him carefully.

   0 1. The cat watched the bird in the birdbath.

   0 2. The bird washed himself carefully in the birdbath.

   0 3. The cat washed himself in the bath.

   0 4. The bird watched the cat in the birdbath.

3. Mother always kept about twenty pounds of beans in the storeroom. Then, even when there was no money in the house to buy food, we always had something to eat. Once, we ate nothing but beans for three days.

   0 1. When there was no money in the house, we ate beans.

   0 2. We ate twenty pounds of beans in three days.

   0 3. When there was no money in the house, we ate nothing for three days.

   0 4. When there was no money, we would go to the store for twenty pounds of beans.

4. One of the things Mary liked about the school was that students were allowed to use the library a great deal. She discovered lots of new books there.

    0 1. Students were not allowed to use the school library.

    0 2. Mary liked the students in the new school a great deal.

    0 3. Mary found many new books in the library.

    0 4. Mary liked one of the books she found in the library.

5. Jim rode his bike to school, except on rainy days when he took the bus.

    0 1. Jim rode his bike to school on rainy days.

    0 2. Jim rode his bike to school every day.

    0 3. Jim took the bus to school every day.

    0 4. Jim took the bus to school on rainy days.

6. The dry climate of the desert makes it difficult for most animals to live there.

    0 1. It is difficult for most animals to live in the desert.

    0 2. Most animals like to live in dry climate.

    0 3. Most animals try to live in the desert.

    0 4. Animals make the desert an interesting place to live.

FOURTH-GRADE VOCABULARY TEST

(Form 4-E)

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by the word that is MOST LIKE:

1. MOIST:

0 1. damp
0 2. cold
0 3. dark
0 4. many

2. REQUEST:

0 1. ask
0 2. argue
0 3. leave
0 4. force

3. HASTEN:

0 1. skip
0 2. hurry
0 3. work
0 4. drag

Put an X in the space by the word that is NOT:

4. a UTENSIL:

0 1. oven
0 2. fork
0 3. knife
0 4. spoon

5. a MINERAL:

0 1. iron
0 2. silver
0 3. wood
0 4. tin

6. an ANIMAL:

0 1. chair
0 2. lion
0 3. tiger
0 4. dog

FOURTH-GRADE READING TEST (Form 4-E)

Put an X in the space by the sentence that tells you something you read in the story:

1. Because he wanted to make the new boy feel welcome, Mike ate lunch with him.

0 1. Mike ate the new boy's lunch.

0 2. Mike wanted the new boy to feel welcome.

0 3. The new boy wanted Mike to feel welcome.

0 4. Mike gave the new boy his lunch.

2. On his way to the drug store, Tom stopped at the grocery to buy an ice cream cone.

0 1. Tom bought an ice cream cone at the drug store.

0 2. Tom bought an ice cream cone at the grocery.

0 3. Tom bought an ice cream cone on his way home from the drug store.

0 4. Tom bought an ice cream cone on his way home from the grocery.

3. After John finished his homework, he went outside to play.

0 1. John finished his homework outside.

0 2. John went out to play when he had finished his homework.

0 3. John did his homework after the play.

0 4. After John went out to play, he finished his homework.

4. The teacher listened to all the reports. She told the class that Mary's was the best.

    0 1. Mary told the class that her report was the best.

    0 2. The teacher didn't listen to Mary's report.

    0 3. Mary reported to her teacher after class.

    0 4. The teacher told the class that Mary's report was the best.

5. Rita went to the dance all by herself because nobody had asked her except her brother and he didn't count.

    0 1. Rita's brother didn't know how to count.

    0 2. Rita didn't like any of the boys at the dance.

    0 3. Rita went to the dance with her brother.

    0 4. Rita's brother asked her to go to the dance.

6. The campers were tired after their long hike and needed a rest.

    0 1. The campers tried to rest for a long time.

    0 2. The campers needed a rest after the long hike.

    0 3. The campers were arrested for hiking.

    0 4. The campers were tired after their long rest.

FOURTH-GRADE VOCABULARY TEST (Form 4-F)

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by the word that is MOST LIKE:

1. ANCIENT:

0 1. long
0 2. old
0 3. fancy
0 4. new

2. ENTIRE:

0 1. whole
0 2. weary
0 3. incomplete
0 4. instruct

3. SORROW:

0 1. joy
0 2. loan
0 3. sadness
0 4. face

Put an X in the space by the word that is NOT:

4. something you EAT with:

0 1. knife
0 2. oven
0 3. spoon
0 4. fork

5. a LIQUID:

0 1. oil
0 2. water
0 3. pump
0 4. syrup

6. a CONTAINER:

0 1. box
0 2. bag
0 3. can
0 4. book

FOURTH-GRADE READING TEST (Form 4-F)

Put an X in the space by the sentence that tells you something you read in the story:

1. The men left the camp three hours before daylight. It was too far to walk so they rode their horses.

0 1. The men rode their horses for three hours.

0 2. The men rode their horses because it was too far to walk.

0 3. The men walked to camp before daylight.

0 4. It took three hours to walk to camp.

2. On his way home through the woods, Billy saw an old car.

0 1. Billy saw some wood in an old car.

0 2. An old car took Billy home.

0 3. Billy's old car was made of wood.

0 4. Billy saw an old car in the woods.

3. Andy jumped on a floating log and paddled across the river.

0 1. Andy used a floating log as a paddle.

0 2. Andy was paddled for using a floating log.

0 3. Andy jumped across the river.

0 4. Andy crossed the river on a floating log.

4. After eating his dinner, Johnny went into the living room to watch TV.

0 1. Johnny ate his TV dinner in the living room.

0 2. Johhny watched TV after dinner.

0 3. Johnny went to eat his dinner after watching TV.

0 4. Johnny watched TV while he ate his dinner.

5. Tom ran after the ball and caught it way out in left field.

   0 1. Tom left the ball out in the field.

   0 2. Tom caught the ball in left field.

   0 3. Tom left the field after he caught the ball.

   0 4. Tom got caught out in left field.

6. Sally's mother, who was an artist, taught her how to draw and paint.

   0 1. An artist taught Sally's mother how to draw.

   0 2. Sally taught her mother how to draw and paint.

   0 3. Sally's mother taught her how to paint.

   0 4. Sally and her mother saw an artist paint.

FOURTH-GRADE OCCUPATIONS TEST (Form 4-A)

1. Which of the following spends the MOST time serving food:

0 1. stewardess
0 2. waitress
0 3. cook
0 4. nurse

2. Which of the following works closest with a REPORTER:

0 1. chemist
0 2. mechanic
0 3. pilot
0 4. editor

3. Which of the following is in the field of CONSTRUCTION:

0 1. doctor
0 2. soldier
0 3. carpenter
0 4. saleslady

4. Which of the following requires the LEAST training:

0 1. athlete
0 2. policeman
0 3. mechanic
0 4. milkman

5. A college education is usually needed to be a:

0 1. mailman
0 2. lawyer
0 3. mechanic
0 4. farmer

6. Which of the following is NOT in the field of EDUCATION:

0 1. teacher
0 2. lawyer
0 3. counselor
0 4. principal

7. Which of the following works MOST with groups of people:

0 1. mailman
0 2. secretary
0 3. teacher
0 4. chemist

8. Which of the following works closest with a BRICKLAYER:

0 1. carpenter
0 2. mechanic
0 3. scientist
0 4. musician

9. Which of the following does NOT require special schooling:

0 1. cab driver
0 2. nurse
0 3. computer programmer
0 4. barber

10. Which of the following is in the field of ENTERTAINMENT:

0 1. policeman
0 2. mailman
0 3. actor
0 4. barber

11. Which of the following works closest with a PILOT:

0 1. architect
0 2. mechanic
0 3. surveyor
0 4. accountant

12. Which of the following has to know the MOST about grammar:

0 1. secretary
0 2. mechanic
0 3. surveyor
0 4. engineer

FOURTH-GRADE OCCUPATIONS TEST (Form 4-B)

1. Which of the following requires the LEAST education:

0 1. chemist
0 2. teacher
0 3. lawyer
0 4. saleslady

2. Which of the following is NOT in the field of GOVERNMENT SERVICE:

0 1. politician
0 2. musician
0 3. mailman
0 4. policeman

3. Which of the following is NOT in the field of ART:

0 1. illustrator
0 2. typist
0 3. designer
0 4. sculptor

4. Which of the following works closest with a TEACHER:

0 1. lawyer
0 2. photographer
0 3. librarian
0 4. chemist

5. Which of the following works closest with a GEOLOGIST:

0 1. landscaper
0 2. teacher
0 3. surveyor
0 4. doctor

6. Which of the following works closest with an AUTHOR:

0 1. teacher
0 2. mailman
0 3. librarian
0 4. editor

7. Which of the following is in the field of COMMUNICATION:

0 1. cook
0 2. telephone operator
0 3. athlete
0 4. mechanic

8. It is usually necessary to serve as an apprentice to become a:

0 1. waitress
0 2. biologist
0 3. plumber
0 4. salesman

9. Which of the following designs buildings:

0 1. mechanic
0 2. architect
0 3. surveyor
0 4. engineer

10. Which of the following does NOT work for government:

0 1. mailman
0 2. fireman
0 3. policeman
0 4. milkman

11. Which of the following does NOT have to work with tools:

0 1. mechanic
0 2. carpenter
0 3. milkman
0 4. barber

12. Which of the following requires the LEAST training:

0 1. astronaut
0 2. telephone operator
0 3. doctor
0 4. hair stylist

(Form 4-C)

FOURTH-GRADE OCCUPATIONS TEST

1. Which of the following works closest with a VETERINARIAN:

○ 1. soldier
○ 2. farmer
○ 3. mechanic
○ 4. author

2. Which of the following is NOT in the field of TRANSPORTATION:

○ 1. stewardess
○ 2. mechanic
○ 3. truck driver
○ 4. architect

3. Which of the following requires the MOST education:

○ 1. barber
○ 2. mechanic
○ 3. secretary
○ 4. chemist

4. Which of the following is in the field of OFFICE WORK:

○ 1. barber
○ 2. lawyer
○ 3. stewardess
○ 4. secretary

5. Which of the following works closest with a CASHIER:

○ 1. librarian
○ 2. bookkeeper
○ 3. nurse
○ 4. actress

6. Army officers usually have at least:

○ 1. a high school diploma
○ 2. two years of high school
○ 3. a college degree
○ 4. a grade school education

7. Which of the following has to know the MOST about GRAMMAR:

○ 1. secretary
○ 2. mechanic
○ 3. surveyor
○ 4. engineer

8. Which of the following works mainly with ANIMALS:

○ 1. farmer
○ 2. veterinarian
○ 3. doctor
○ 4. milkman

9. Which of the following does NOT work for government:

○ 1. mailman
○ 2. fireman
○ 3. policeman
○ 4. milkman

10. Which of the following works closest with an EDITOR:

○ 1. lawyer
○ 2. doctor
○ 3. publisher
○ 4. surveyor

11. A college education is NOT required to be a:

○ 1. nurse
○ 2. secretary
○ 3. teacher
○ 4. librarian

12. Which of the following is in the field of AGRICULTURE:

○ 1. hair stylist
○ 2. housewife
○ 3. carpenter
○ 4. farmer

FOURTH-GRADE OCCUPATIONS TEST (Form 4-D)

1. Which of the following has to know the LEAST about MATHEMATICS:

0 1. pilot
0 2. teacher
0 3. mailman
0 4. store clerk

2. Which of the following spends most of his time with tax records:

0 1. surveyor
0 2. biologist
0 3. architect
0 4. accountant

3. Which of the following works closest with an ARCHITECT:

0 1. mechanic
0 2. contractor
0 3. nurse
0 4. librarian

4. Which of the following works closest with a CARPENTER:

0 1. mechanic
0 2. chemist
0 3. plumber
0 4. gardener

5. Which of the following requires the MOST training:

0 1. printer
0 2. sales clerk
0 3. waitress
0 4. telephone operator

6. Which of the following works closest with an INTERN:

0 1. pilot
0 2. fireman
0 3. editor
0 4. doctor

7. Which of the following is in the field of MEDICINE:

0 1. teacher
0 2. nurse
0 3. hair stylist
0 4. barber

8. Which of the following works VERY CLOSELY with WRITERS:

0 1. mailman
0 2. teacher
0 3. stewardess
0 4. editor

9. Which of the following is NOT in the field of GOVERNMENT SERVICE:

0 1. politician
0 2. musician
0 3. mailman
0 4. policeman

10. Which of the following is in the field of TRANSPORTATION:

0 1. barber
0 2. farmer
0 3. actress
0 4. pilot

11. A college education is usually needed to be a:

0 1. mailman
0 2. lawyer
0 3. mechanic
0 4. farmer

12. Army officers usually have at least:

0 1. a high school diploma
0 2. two years of high school
0 3. a college degree
0 4. a grade school education

FOURTH-GRADE OCCUPATIONS TEST (Form 4-E)

1. Lawyers usually have at least:

0 1. a high school diploma
0 2. two years of high school
0 3. a college degree
0 4. a grade school education

2. Which of the following spends the MOST time at a desk:

0 1. actress
0 2. secretary
0 3. carpenter
0 4. policeman

3. Which of the following works closest with a POLICEMAN:

0 1. teacher
0 2. pilot
0 3. chemist
0 4. lawyer

4. Which of the following spends the LEAST amount of time outdoors:

0 1. athlete
0 2. farmer
0 3. mailman
0 4. teacher

5. Which of the following occupations is in the field of TRANSPORTATION:

0 1. barber
0 2. farmer
0 3. actress
0 4. pilot

6. It is usually necessary to serve as an INTERN to become a:

0 1. mechanic
0 2. lawyer
0 3. doctor
0 4. policeman

7. A college education is usually needed to be a:

0 1. plumber
0 2. secretary
0 3. waiter
0 4. teacher

8. Which of the following works closest with a TEACHER:

0 1. lawyer
0 2. photographer
0 3. librarian
0 4. chemist

9. Which of the following works in a laboratory:

0 1. secretary
0 2. chemist
0 3. lawyer
0 4. barber

10. Which of the following is in the field of SCIENCE:

0 1. chemist
0 2. soldier
0 3. lawyer
0 4. farmer

11. Which of the following is NOT in the field of MEDICINE:

0 1. nurse
0 2. barber
0 3. veterinarian
0 4. pharmacist

12. Which of the following works closest with a REPORTER:

0 1. chemist
0 2. mechanic
0 3. pilot
0 4. editor

(Form 4-F)

FOURTH-GRADE OCCUPATIONS TEST

1. Which of the following does NOT require special schooling:

0 1. cab driver
0 2. nurse
0 3. computer programmer
0 4. barber

2. Which of the following works closest with a DOCTOR:

0 1. chemist
0 2. nurse
0 3. lawyer
0 4. telephone operator

3. Which of the following works closest with an AUTHOR:

0 1. teacher
0 2. mailman
0 3. librarian
0 4. editor

4. A college education is NOT required to be a:

0 1. chemist
0 2. doctor
0 3. carpenter
0 4. architect

5. Which of the following requires the LEAST training:

0 1. hair stylist
0 2. secretary
0 3. pilot
0 4. mailman

6. Which of the following is in the field of SCIENCE:

0 1. chemist
0 2. soldier
0 3. lawyer
0 4. farmer

7. Which of the following is in the field of EDUCATION:

0 1. doctor
0 2. pilot
0 3. teacher
0 4. chemist

8. Which of the following works closest with a STEWARDESS:

0 1. travel agent
0 2. author
0 3. photographer
0 4. pilot

9. Which of the following works mainly with ANIMALS:

0 1. farmer
0 2. veterinarian
0 3. doctor
0 4. milkman

10. Which of the following is NOT in the field of CONSTRUCTION:

0 1. architect
0 2. mechanic
0 3. carpenter
0 4. surveyor

11. Which of the following works mainly with AUTOMOBILES:

0 1. carpenter
0 2. pilot
0 3. chemist
0 4. mechanic

12. Which of the following has to know the MOST about MATHEMATICS:

0 1. lawyer
0 2. pilot
0 3. doctor
0 4. secretary

FOURTH-GRADE OCCUPATIONS TEST

Put an X in the space in front of the job you are MOST LIKELY to have as an adult. You may not expect to work at any of these jobs on the list, but pick the one MOST LIKE the job you expect to have.

BOYS	GIRLS
○ 1. Pilot	○ 1. Stewardess
○ 2. Athlete	○ 2. Athlete
○ 3. Doctor	○ 3. Doctor
○ 4. Teacher	○ 4. Teacher
○ 5. Policeman	○ 5. Cook
○ 6. Milkman	○ 6. Nurse
○ 7. Mechanic	○ 7. Telephone Operator
○ 8. Soldier	○ 8. Hair Stylist
○ 9. Carpenter	○ 9. Secretary
○ 10. Truck Driver	○ 10. Saleslady
○ 11. Barber	○ 11. Lawyer
○ 12. Lawyer	○ 12. Chemist
○ 13. Farmer	○ 13. Actress
○ 14. Chemist	○ 14. Housewife
○ 15. Mailman	○ 15. Waitress

What do you plan to do when you leave high school?

○ 1. Go to college or university for a while.

○ 2. Graduate from college or university.

○ 3. Graduate from college or university and take further advanced education.

○ 4. Take vocational or technical training.

○ 5. Go to work.

○ 6. Become a housewife. (For girls only)

(Form 11-A)

ELEVENTH-GRADE VOCABULARY TEST

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space
by the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by the word that is MOST LIKE:

1. DEPLETED:

0 1. pressed
0 2. exhausted
0 3. vended
0 4. folded

2. EXPLICIT:

0 1. implied
0 2. definite
0 3. sanguine
0 4. vague

3. INANE:

0 1. silly
0 2. wild
0 3. angry
0 4. odd

Put an X in the space by the word that is NOT:

4. a WEAPON:

0 1. harpoon
0 2. pestle
0 3. catapult
0 4. petard

5. an INSTRUMENT:

0 1. flute
0 2. tocatta
0 3. dulcimer
0 4. oboe

6. a BEVERAGE:

0 1. coffee
0 2. boullion
0 3. cider
0 4. despot

ELEVENTH-GRADE READING TEST (Form 11-A)

Put an X in the space by the sentence that tells you something you read in the story:

1. The fluorescent light flickered sporadically. Because it had recently been installed, John assumed the defect lay in the switch.

0 1. A defective switch seemed to be causing the light to flicker.
0 2. An insect had crawled into the switch and was blocking passage of electricity.
0 3. The light had burnt out and John would have to replace it.
0 4. Spores accumulated on the fluorescent light caused it to flicker.

2. If men want to live together in organized communities and enjoy the benefits of government, they obviously have to pay for it.

0 1. Men in government have to pay for their own benefits.
0 2. Men have to pay for the benefits of government.
0 3. The costliest benefit of communities is their organization.
0 4. Government organizations pay for community benefits.

3. Pervasive unemployment and underemployment are the most serious grievances in minority areas. They are inextricably linked to the problem of civil disorder.

0 1. Grievances in minority areas often cause unemployment.
0 2. Civil disorder is closely connected to employment problems.
0 3. Civil disorders are caused by grievances in minority areas.
0 4. Civil disorder very often creates unemployment and underemployment.

4. The important issue of conflict of interest was used by the Congress as a deterrent to some of the President's appointments to high office.

0 1. Some of the President's appointments were of interest to Congress.
0 2. Some important appointments had been resisted by Congress.
0 3. There was a conflict between the high officials and Congress.
0 4. The President was urged by Congress to appoint some high officials to solve the conflict of interest.

5. The most superficial comparison of newlyweds with couples who have been married for several years reveals how significantly love can change. Even though we have little reason to believe that love wanes and finally disappears in a good marriage, newlyweds seldom appreciate the behavior of their older married friends. People who have just been married prize their frequent expression of affection and generally believe that something in the nature of their love renders them different from other married couples.

0 1. People who have been married for several years prize their infrequent expressions of affection.
0 2. The constant nature of love is revealed by a comparison of just-married couples and those who have been married for several years.
0 3. Unfortunately, we have some reasons to believe that love wanes after several years of marriage.
0 4. Newlyweds often believe their love makes them different from other married couples.

6. Mark Twain was a singularly irreverent writer who spent most of his adult life leveling his verbal blasts at our most sacred institutions.

0 1. Mark Twain spent most of his adult life criticising our society.
0 2. Mark Twain spent most of his adult life in sacred institutions.
0 3. Mark Twain's singular writings were irrelevant to our institutions.
0 4. A writer in his youth, Mark Twain spent his adult life as a loud member of the church choir.

ELEVENTH-GRADE VOCABULARY TEST

(Form 11-B)

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by
the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by
the word that is MOST LIKE:

1. ELOQUENT:

0 1. expressive
0 2. imitative
0 3. lazy
0 4. elegant

2. CURSORY:

0 1. hasty
0 2. vulgar
0 3. hidden
0 4. easily

3. INTREPID:

0 1. brave
0 2. cheerful
0 3. evil
0 4. selfish

Put an X in the space by the
word that is NOT:

4. a MEASURE:

0 1. acre
0 2. dram
0 3. plinth
0 4. furlong

5. a PUBLICATION:

0 1. mime
0 2. pamphlet
0 3. magazine
0 4. atlas

6. a DEMON:

0 1. ruin
0 2. spook
0 3. devil
0 4. satan

ELEVENTH-GRADE READING TEST (Form 11-B)

Put an X in the space by the sentence that tells you something you read in the story:

1. The sense of instinct in the wasp is not flexible, but is as rigid and unaltering as the succession of the seasons.

    0 1. The instinct of the wasp does not change.
    0 2. The instinct of the wasp is seasonal.
    0 3. The wasp has an instinct for flexibility.
    0 4. The wasp instinctively senses the seasonal changes.

2. There was a time --- and not so long ago either --- when urbanization and the destruction of the legal and quasi-legal pillars of segregation were regarded as sufficient conditions for the eventual assimilation of Negroes into middle-class America. These developments were expected to put Negroes on the same path to equality that white ethnic minorities had often traveled.

    0 1. White ethnic minorities still suffer from social inequalities.
    0 2. It was believed that urbanization and the removal of barriers to integration will, by themselves, lead to assimilation and equality for Negroes.
    0 3. Middle-class America has been the eventual goal for both white ethnic minorities and Negroes.
    0 4. Before urbanization, the assimilation of Negroes into the American middle-class was not possible.

3. Unlike his fellow students, he was meticulous in the selection of his wardrobe. Only a man as wealthy as John could indulge himself so much.

    0 1. John was rich enough to choose his clothes very carefully.
    0 2. John's fellow students didn't like his clothes very much.
    0 3. John was meticulous in the choice of his fellow students.
    0 4. Only a man as meticulous as John could afford to be so affluent.

4. Although the essay abounds in specific examples, the reader is in no danger of losing his way, since the author has supplied clear guide-lines in the form of topic sentences.

    0 1. The reader can jump over the specific examples to get to the topic sentences.
    0 2. Guide-lines are specific examples of topic sentences.
    0 3. The author never loses his way because the essay abounds in clear guide-lines.
    0 4. The author uses topic sentences to keep the reader from getting lost.

5. Ponce de Leon was familiar with many of the stories about the legendary fountain of youth and with accounts of contemporary Europeans who claimed to have discovered its whereabouts.

    0 1. The fountain of youth was discovered by contemporary Europeans.
    0 2. Ponce de Leon found the fountain of youth on account of the contemporary Europeans.
    0 3. Ponce de Leon had heard many accounts of the fountain of youth.
    0 4. Ponce de Leon claimed the fountain of youth for the Europeans.

6. Eight years after graduation from school, John recalled his past school experiences and acquaintances and wrote several short stories and novels about them.

    0 1. Eight years after graduation, John called on some of his school acquaintances.
    0 2. John wrote novels and short stories about his past experiences.
    0 3. After John graduated from school he couldn't recall his past experiences.
    0 4. John's short stories won him recognition from his old school acquaintances.

ELEVENTH-GRADE VOCABULARY TEST (Form 11-C)

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by the word that is MOST LIKE:

1. DEGRADE:

0 1. fail
0 2. slant
0 3. enclose
0 4. humiliate

2. LOQUACIOUS:

0 1. watery
0 2. inferior
0 3. talkative
0 4. experienced

3. WILY:

0 1. crafty
0 2. stubborn
0 3. ignorant
0 4. naive

Put an X in the space by the word that is NOT:

4. a CONTAINER:

0 1. carton
0 2. carafe
0 3. canister
0 4. capacitor

5. a VAGABOND:

0 1. suspect
0 2. wanderer
0 3. tramp
0 4. vagrant

6. CLOTHING:

0 1. tunic
0 2. hirsute
0 3. frock
0 4. smock

(Form 11-C)

ELEVENTH-GRADE READING TEST

1. Culture provides the tool to use the natural environment and to communicate with one another.

    0 1. The tool to communicate with one another is provided by culture.
    0 2. Our natural environment helps us communicate with one another.
    0 3. Culture is provided by our natural environment.
    0 4. Communication is necessary to promote culture.

2. Not everyone thinks slang is completely bad. Bergen Evans, a well-known college professor, says that those who get disturbed about slang ought to know that it is as old as language itself.

    0 1. Bergen Evans says that people ought to know more about language.
    0 2. Bergen Evans is a college professor who gets disturbed about slang.
    0 3. Bergen Evans says that bad slang is as old as language itself.
    0 4. Bergen Evans does not think slang is completely bad.

3. The idea that the human being as such has a right to our interest has never enjoyed the full authority to which it might lay claim. Until our day, it has been and continues to be constantly compromised by the importance assumed by differences of race, religious belief and nationality which cause us to regard our fellow-being as a stranger to whom we owe only indifference, if not contempt.

    0 1. By becoming sensitive to national, religious and racial differences, we come to appreciate the individual.
    0 2. Because of the importance placed on racial, religious and national differences, the individual human being has been denied concern and interest.
    0 3. We owe our fellow men more than indifference and contempt because we share racial origins, religions and nationalities.
    0 4. Until recently, human beings were worthy of interest in their own right.

ELEVENTH-GRADE READING TEST

4. Graduates of the preparatory school, who had not been back for some years, were shocked by the glass and steel apartment houses that had sprung up around the school grounds.

    0 1. The alumni were shocked by glass and steel springing from the apartment houses.
    0 2. The graduates of the preparatory school lived in shocking glass and steel apartment houses.
    0 3. The housing developments surprised the graduates of the school.
    0 4. The preparatory school had been converted into apartment houses, to the surprise of the returning students.

5. The work of the sceptic for the past hundred years has been very like the fruitless fury of some primeval monster; eyeless, mindless, merely destructive and devouring; a giant worm eating away a world that he could not even see; a benighted and bestial life, unconscious of its own cause and of its own consequences.

    0 1. The sceptic, for the past hundred years, has been so preoccupied of his own world that he has failed to influence the lives of others.
    0 2. The sceptic has attacked the monsters of superstition and ignorance and destroyed the bestial life of primitive man.
    0 3. The work of the sceptic for the past hundred years has been indiscriminately destructive.
    0 4. Whatever criticism can be made of scepticism, it has been aware of its own consequences.

6. If sometimes our great artists have been most critical of our society, it is because their sensitivity and their concern for justice make them aware that our nation falls short of its highest potential.

    0 1. Our nation's artists show little political interest.
    0 2. The nation is critical of its artists because they are too sensitive.
    0 3. Social criticism inspires the work of some of our great artists.
    0 4. Our great artists are sometimes critical because they are aware of our nation's shortcomings.

ELEVENTH-GRADE VOCABULARY TEST (Form 11-D)

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by the word that is MOST LIKE:

1. AVARICIOUS:

0 1. greedy
0 2. hungry
0 3. normal
0 4. wild

2. STABILIZE:

0 1. modify
0 2. change
0 3. steady
0 4. incarcerate

. COMPENSATE:

0 1. criticize
0 2. blame
0 3. reward
0 4. punish

Put an X in the space by the word that is NOT:

4. a SPORT:

0 1. soccer
0 2. bolero
0 3. badminton
0 4. polo

5. an ARTIST:

0 1. miller
0 2. sculptor
0 3. author
0 4. portraitist

6. ARMS:

0 1. missiles
0 2. billets
0 3. weapons
0 4. planes

ELEVENTH-GRADE READING TEST

Put an X in the space by the sentence that tells you something you read in the story:

1. Paul spent every moment of the trip from the mainland leaning over the rail and gazing down at the wake of his first boat ride.

    0 1. Paul spent every moment of the trip daydreaming of the mainland.
    0 2. On his first boat ride, Paul spent all his time looking at the water.
    0 3. Paul leaned over the rail and gazed at the mainland.
    0 4. Paul spent the trip from the mainland thinking of his first boat ride.

2. The ancients, as everyone knows, regarded moderation as one of the essential virtues. Under the influence of romanticism and the French Revolution this view was abandoned by many, and overmastering passions were admired, even if, like those of Byron's heroes, they were of a destructive and antisocial kind.

    0 1. Over the span of history, the social value of moderation has become increasingly apparent.
    0 2. Fervor, rather than equanimity, was esteemed in the romantic period.
    0 3. Byron's heroes typically regard moderation as essential in times of revolution.
    0 4. The French Revolution influenced many to abandon romanticism in favor of destructive and antisocial passions.

3. The only white people who ever came to the house were bill collectors and welfare workers. It was almost always the mother who dealt with them. The father's temper was never to be trusted.

    0 1. The mother was always the one who dealt with visiting welfare workers.
    0 2. The father never trusted the white bill collectors.
    0 3. When the father's temper got to be too much, the mother dealt with him.
    0 4. The bill collectors refused to trust the father any more.

ELEVENTH-GRADE READING TEST

4. Agriculture in the New World was different from agriculture in the Old World. This was the initial lesson which the colonists were compelled to learn.

0 1. The colonists of the New World were compelled to learn farming.
0 2. The first thing the colonists had to learn was that farming in the New World was different.
0 3. Farming in the Old World had not been successful for the colonists.
0 4. The New World had to comply with Old World methods of farming.

5. The American dream was movingly expressed in many Negro spirituals. A race in slavery before the Civil War, yearning for freedom of mind and body, found inspiration in the Old and New Testament stories.

0 1. The Negro found inspiration in Bible stories during slavery.
0 2. Negroes are known for their dreamy spirituals.
0 3. Many Negro slaves found freedom during the Civil War.
0 4. The Negroes found Old and New Testament stories during the Civil War.

6. Although it is still a trying time, the severity of the northern winter has been somewhat tempered, at least for the city-dweller, by the felicities of central heating.

0 1. City people are always losing their temper with central heating facilities.
0 2. Winters are not as hard on city people as they used to be.
0 3. City dwellers have stopped trying to use the central heating facilities.
0 4. The severity of the winters has made city dwellers felicitous.

ELEVENTH-GRADE VOCABULARY TEST (Form 11-E)

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by
the word that is **MOST LIKE**:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by
the word that is **MOST LIKE**:

1. AUDACIOUS:

0 1. attentive
0 2. bold
0 3. scholarly
0 4. laughable

2. JEOPARDIZE:

0 1. intimidate
0 2. sacrifice
0 3. predict
0 4. endanger

3. TRAUMATIC:

0 1. shocking
0 2. theatrical
0 3. angry
0 4. experienced

Put an X in the space by
the word that is **NOT**:

4. an EDIFICE:

0 1. temple
0 2. manor
0 3. skyscraper
0 4. pinnacle

5. an ORNAMENT:

0 1. brooch
0 2. ring
0 3. javelin
0 4. necklace

6. a DWELLING:

0 1. apartment
0 2. house
0 3. tenement
0 4. office

ELEVENTH GRADE READING TEST (Form 11-E)

Put an X in the space by the sentence that tells you something you read in the story:

1. Human beings are a unique section of the animal kingdom because they have culture.

    O 1. The animal kingdom is a unique section of our culture.
    O 2. Cultured human beings are unique.
    O 3. If animals had culture, they would be like human beings.
    O 4. Culture distinguishes people from animals.

2. William was a thorough scoundrel who had no compunctions about thievery of any kind. In fact, he spent some time in prison for embezzling funds from an orphanage.

    O 1. William was through being a scoundrel after spending time in prison.
    O 2. William was such a scoundrel that he even stole money from an orphanage.
    O 3. William had a compulsion about stealing money from orphanages.
    O 4. When William embezzled funds, he did a thorough job of it.

3. The dog learned that when she chased and killed a rat or a rabbit, the animal would be tied around her neck. The only things she could hurt without being disciplined were quail.

    O 1. The dog learned how to chase and kill rats and rabbits.
    O 2. The quail learned to chase the dog when a rat was tied to its neck.
    O 3. The dog was not punished for chasing or killing quail.
    O 4. The dog liked wearing rats on her neck.

4. It is hard to dispute the fact that in governmental affairs, the American people value character more than they do intellect. Americans are a little distrustful of intellectual cleverness unless they can be sure that character underlies it.

    O 1. Intelligence and cleverness have an indisputable place in American government.
    O 2. It is in American character to distrust governments.
    O 3. In governmental affairs, Americans prefer character to intellectual cleverness.
    O 4. Americans are always disputing what the intellectuals in government try to do.

5. Academicians are not trained or organized to deal with rebellious students, and if they find that teaching makes them responsible for students' behavior, they are likely to opt out entirely. The Adams State College faculty, for example, did not feel that it could save its relations with the legislature or the Governor by doing a better collective job with its students; instead, faculty members assumed they would have to save themselves individually if the going got too rough.

0 1. Only by doing a better job of teaching could the faculty salvage its relationship with the state's political leadership.
0 2. Under pressure from unruly students and punitive politicians, faculty members can be expected to organize to protect themselves.
0 3. Academicians have assumed that better relations with students save them if things get rough.
0 4. Most college teachers will not accept responsibility for their students' behavior.

6. The project was frankly commercial, intended to raise money through the sale of pies, cakes, preserves, pot-holders and other home-made objects donated by the industrious membership of the congregation.

0 1. Commercial industries raised money by the sale of home-made objects.
0 2. Money was to be raised by the sale of objects and food donated by the members.
0 3. Congressional donations provided the money to buy pies, cakes, preserves, pot-holders, and other home-made objects.
0 4. The pies, cakes, preserves and pot-holders donated by industry were sold to support the church.

(Form 11-F)

ELEVENTH-GRADE VOCABULARY TEST

Student: ____________________

Teacher: ____________________

School: ____________________

SAMPLE QUESTION:

Put an X in the space by
the word that is MOST LIKE:

JOURNEY:

0 1. paper
0 2. train
0 3. trip
0 4. long

Put an X in the space by
the word that is MOST LIKE:

1. AFFLUENT:

0 1. moist
0 2. rich
0 3. glib
0 4. strong

2. ENIGMA:

0 1. curse
0 2. riddle
0 3. medal
0 4. stain

3. TOPIC:

0 1. syrup
0 2. peak
0 3. paragraph
0 4. subject

Put an X in the space by
the word that is NOT:

4. a UTENSIL:

0 1. ladle
0 2. adze
0 3. bouillon
0 4. kettle

5. a TOOL:

0 1. level
0 2. scythe
0 3. warble
0 4. trowel

6. a VESSEL:

0 1. trawler
0 2. prow
0 3. frigate
0 4. barge

(Form 11-F)

ELEVENTH-GRADE READING TEST

1. Though Joe had been a professional photographer, he decided to return to school to acquire some new techniques in his field.

    0 1. Joe returned to school to learn a new profession.
    0 2. Joe went to school to take field pictures.
    0 3. Joe returned to school to learn more about his own profession.
    0 4. Prior to returning to school, Joe took pictures as a hobby.

2. The leading secular universities are, we would argue, more and more shaped for (though not usually by) their faculties, often at the expense of others who have a stake in these institutions. Their arrangements are extremely attractive to individuals with academic training, regardless of religion.

    0 1. First-rate church-sponsored universities are often tailored more to the wishes of the faculty than the church.
    0 2. Religious organizations have a considerable stake in the cost of leading universities.
    0 3. The organization of secular universities is becoming increasingly influenced by religious groups.
    0 4. Academically trained people are attracted to outstanding secular universities regardless of their individual religious beliefs.

3. Although a striking woman in her own right, Lily's beauty was enhanced by her garb. Only certain shades of pink clashed with her red hair.

    0 1. Lily often struck other women with her garb.
    0 2. Lily's attire generally added to her natural beauty.
    0 3. Certain pink shades clashed with her garb.
    0 4. Lily's most striking characteristic was her red hair.

4. It was a typical small-town school dance. Sometimes, a group would be brought in to play, when the club had money. This time, since the club was broke, the music was a phonograph set up on a table, with the volume turned up high and the records scratchy.

    0 1. The music for the school dance was supplied by scratchy phonograph records.
    0 2. The club broke the scratchy phonograph records after the group was brought in.
    0 3. When the club had money they held typical small-town school dances.
    0 4. When the club was broke they would hold typical small-town dances.

ELEVENTH-GRADE READING TEST

5. The undeveloped continent prescribed the conditions of living and the mold within which the American character of independence and industriousness took shape.

0 1. Many American industries developed from the conditions of living.
0 2. The undeveloped character of Americans prescribed conditions for continental living.
0 3. The independent character of the American people controlled the conditions for living in an undeveloped continent.
0 4. The American character was formed by the conditions of living in an undeveloped continent.

6. Despite the original antipathy of his audience, the mayor's arguments were so plausible that he could not help but win everyone over.

0 1. The mayor paused frequently in his arguments with the audience.
0 2. The mayor's arguments were so reasonable that he changed the audience's mind.
0 3. The mayor won the antipathy of his audience.
0 4. The audience was apathetic to the mayor because his arguments were obscure.

(Form 11-A)

ELEVENTH-GRADE OCCUPATIONS TEST

1. Which of the following is most likely to know about ELECTRONICS:

   0 1. physician
   0 2. philologist
   0 3. physicist
   0 4. psychologist

2. Which of the following most likely works with a PATHOLOGIST:

   0 1. taxidermist
   0 2. road builder
   0 3. physician
   0 4. draftsman

3. Which of the following is NOT in the field of AGRICULTURE:

   0 1. wrangler
   0 2. sharecropper
   0 3. cobbler
   0 4. agronomist

4. It is usually necessary to serve as an INTERN to become a:

   0 1. lawyer
   0 2. doctor
   0 3. chemist
   0 4. architect

5. A college education is usually needed to be a:

   0 1. cryptologist
   0 2. actress
   0 3. geologist
   0 4. copywriter

6. Which of the following is NOT in the field of EDUCATION:

   0 1. provost
   0 2. domestic
   0 3. tutor
   0 4. registrar

7. If a person were an ENGRAVER, he would most likely be working for:

   0 1. an insurance company
   0 2. a detective agency
   0 3. a newspaper company
   0 4. a tombstone company

8. Which of the following most likely works with an AUDITOR:

   0 1. musician
   0 2. pediatrician
   0 3. photographer
   0 4. accountant

9. Which of the following does NOT require a college education:

   0 1. physicist
   0 2. mathematician
   0 3. psychiatrist
   0 4. choreographer

10. Which of the following does NOT work in a HOTEL:

    0 1. caterer
    0 2. bellboy
    0 3. cashier
    0 4. surveyor

11. Which of the following most likely works with a LAPIDARY:

    0 1. jeweler
    0 2. gardener
    0 3. bacteriologist
    0 4. doctor

12. If a person were an ADJUSTER, he would most likely be working for:

    0 1. an insurance company
    0 2. a law firm
    0 3. a hotel chain
    0 4. a medical clinic

(Form 11-B)

ELEVENTH-GRADE OCCUPATIONS TES

1. Which of the following requires the MOST education:

0 1. chemical engineer
0 2. penologist
0 3. teacher
0 4. surveyor

2. Which of the following is NOT in the field of COSMETOLOGY:

0 1. manicurist
0 2. hair stylist
0 3. meteorologist
0 4. pedicurist

3. Which of the following is NOT in the field of GOVERNMENT SERVICE:

0 1. politician
0 2. bail bondsman
0 3. mailman
0 4. assessor

4. Which of the following most likely works with a CONFECTIONER:

0 1. caterer
0 2. pilot
0 3. physician
0 4. publisher

5. Which of the following most likely works with a LENS GRINDER:

0 1. steeplejack
0 2. warden
0 3. optician
0 4. cinematographer

6. Which of the following most likely works with an AGRONOMIST:

0 1. lawyer
0 2. author
0 3. chemist
0 4. physician

7. Which of the following is NOT in the field of CONSTRUCTION:

0 1. draftsman
0 2. impressionist
0 3. architect
0 4. lather

8. Which of the following requires the MOST formal education:

0 1. sports announcer
0 2. archaeologist
0 3. glazier
0 4. astrologist

9. Which of the following is usually done by a CURATOR:

0 1. repairs farm machinery
0 2. manages a museum
0 3. works with retired soldiers
0 4. sells patent medicines

10. What kind of work does a CARTOGRAPHER usually do:

0 1. plans roads and highways
0 2. draws maps and charts
0 3. designs automobiles
0 4. repairs automobiles

11. Which kind of work is usually done by an ARCHITECT:

0 1. builds houses
0 2. designs roads and highways
0 3. designs buildings
0 4. designs automobiles

12. Which of the following requires the LEAST training:

0 1. secretary
0 2. carpenter
0 3. hair stylist
0 4. gardener

M

ELEVENTH-GRADE OCCUPATIONS TEST

1. Which of the following most likely works with a CARPENTER:

   0 1. diemaker
   0 2. mechanic
   0 3. embalmer
   0 4. plasterer

2. Which of the following is NOT in the field of OFFICE WORK:

   0 1. accountant
   0 2. bookkeeper
   0 3. photographer
   0 4. stenographer

3. It is usually necessary to serve as an APPRENTICE to become a:

   0 1. biologist
   0 2. waitress
   0 3. gardener
   0 4. plumber

4. Which of the following does NOT work in a WINERY:

   0 1. cooper
   0 2. latheman
   0 3. vintner
   0 4. taster

5. Which of the following most likely works with a TILESETTER:

   0 1. contractor
   0 2. printer
   0 3. gardener
   0 4. artist

6. Which of the following does NOT require a college education:

   0 1. physicist
   0 2. mathematician
   0 3. psychiatrist
   0 4. choreographer

7. Which of the following is usually done by an ATTORNEY:

   0 1. convicts lawbreakers
   0 2. writes legal documents
   0 3. presides at trials
   0 4. draws maps and charts

8. What kind of work does a SURVEYOR usually do:

   0 1. oversees workers in a factory
   0 2. determines property boundaries
   0 3. conducts public opinion polls
   0 4. designs roads and highways

9. A RADIOLOGIST can usually be found in:
   0 1. a broadcasting station
   0 2. a newspaper office
   0 3. a radio repair shop
   0 4. a hospital

10. Which of the following most likely works with an AGRONOMIST:
    0 1. lawyer
    0 2. author
    0 3. chemist
    0 4. physician

11. Which of the following requires the MOST training:
    0 1. plumber
    0 2. longshoreman
    0 3. telephone operator
    0 4. mailman

12. Which of the following is NOT in the field of CONSTRUCTION:
    0 1. sandhog
    0 2. hod carrier
    0 3. laborer
    0 4. groom

(Form 11-D)

ELEVENTH-GRADE OCCUPATIONS TEST

1. Which of the following does a DIEMAKER most likely do:

0 1. mixes and blends dyes
0 2. assembles parts in a watch factory
0 3. makes cutting and shaping tools
0 4. applies waterproofing to roofing shingles

2. If a person were a GLAZIER, he would most likely be working for:

0 1. a detective agency
0 2. a law firm
0 3. a pistol manufacturer
0 4. a construction company

3. Which of the following most likely works with a PEDIATRICIAN:

0 1. electrician
0 2. nurse
0 3. penologist
0 4. nurseryman

4. Which of the following most likely works with a CHEMIST:

0 1. psychologist
0 2. bacteriologist
0 3. medium
0 4. receptionist

5. A college education is NOT required to be a:

0 1. civil engineer
0 2. secretary
0 3. teacher
0 4. barrister

6. Which of the following most likely works with a MODEL:
0 1. translator
0 2. stewardess
0 3. actress
0 4. dress designer

7. Which of the following is NOT in the field of AVIATION:

0 1. traffic controller
0 2. meteorologist
0 3. navigator
0 4. agronomist

8. If a person were a CLAIMS AGENT, he would most likely be working in:

0 1. a newspaper office
0 2. an insurance company
0 3. a welfare office
0 4. a department store

9. Which of the following is NOT in the field of COSMETOLOGY:

0 1. manicurist
0 2. hair stylist
0 3. meteorologist
0 4. pedicurist

10. Which of the following is NOT in the field of HEALTH:

0 1. taxidermist
0 2. physician
0 3. therapist
0 4. ophtholmologist

11. A college education is usually needed to be a:

0 1. cryptologist
0 2. actress
0 3. geologist
0 4. copywriter

12. Army officers usually have at least:

0 1. a high school diploma
0 2. two years of high school
0 3. a college degree
0 4. a grade school education

(Form 11-E)

ELEVENTH-GRADE OCCUPATIONS TEST

1. Librarians usually have at least:

0 1. a high school diploma
0 2. a college degree
0 3. two years of high school
0 4. a grade school education

2. What kind of work does a DIETICIAN most likely do:

0 1. supervises exercise and weight control at health clubs
0 2. plans menus and supervises preparation of meals
0 3. sells books on how to reduce
0 4. sterilizes instruments in a dental clinic

3. Which of the following most likely works with a GEOLOGIST:
0 1. chemist
0 2. landscaper
0 3. teacher
0 4. surveyor

4. What kind of work does a FLORIST do:
0 1. installs floors in buildings
0 2. maintains and repairs flooring
0 3. mixes dough in a bakery
0 4. raises or sells flowers

5. Which of the following is NOT in the field of OFFICE WORK:

0 1. accountant
0 2. bookkeeper
0 3. photographer
0 4. stenographer

6. Which of the following requires the LEAST professional training:

0 1. pilot
0 2. ship steward
0 3. silversmith
0 4. journalist

7. A college education is usually needed to be a:

0 1. photographer
0 2. locomotive engineer
0 3. master machinist
0 4. curator

8. Which of the following most likely works with a CONFECTIONER:

0 1. caterer
0 2. pilot
0 3. physician
0 4. publisher

9. Which of the following involves knowledge of STATISTICS:

0 1. psychologist
0 2. electrician
0 3. mortician
0 4. nurseryman

10. Which of the following is NOT in the field of HEALTH:

0 1. cryptologist
0 2. physician
0 3. therapist
0 4. ophtholmologist

11. Which of the following is NOT in the field of ENTERTAINMENT:

0 1. impressionist
0 2. choreographer
0 3. critic
0 4. confectioner

12. Which of the following most likely works with a PATHOLOGIST:

0 1. taxidermist
0 2. road builder
0 3. physician
0 4. draftsman

(Form 11-F)

ELEVENTH-GRADE OCCUPATIONS TEST

1. Army officers usually have at least:

0 1. a high school diploma
0 2. two years of high school
0 3. a college degree
0 4. a grade school education

2. Which of the following most likely works with a PHYSICIAN:

0 1. curator
0 2. archaeologist
0 3. podiatrist
0 4. philologist

3. Which of the following most likely works with a COMPOSITOR:

0 1. draftsman
0 2. editor
0 3. biologist
0 4. physician

4. A college education is NOT required to be a:

0 1. barrister
0 2. architect
0 3. tailor
0 4. agronomist

5. Which of the following does NOT require special schooling:

0 1. nurse
0 2. barber
0 3. stewardess
0 4. roofer

6. Which of the following is NOT in the field of COMMUNICATION:

0 1. copywriter
0 2. radiologist
0 3. telephone operator
0 4. TV announcer

7. Which of the following is NOT in the field of PHARMACOLOGY:

0 1. bacteriologist
0 2. biologist
0 3. chemist
0 4. archaeologist

8. Which of the following most likely works with a NURSE:

0 1. agronomist
0 2. anthropologist
0 3. radiologist
0 4. taxidermist

9. If a person were an ADJUSTER, he would most likely be working for:

0 1. an insurance company
0 2. a law firm
0 3. a hotel chain
0 4. a medical clinic

10. Which of the following is NOT in the field of PERSONNEL:

0 1. veterinarian
0 2. interviewer
0 3. personnel clerk
0 4. psychologist

11. What kind of work does a CARTOGRAPHER usually do:

0 1. plans roads and highways
0 2. draws maps and charts
0 3. designs automobiles
0 4. repairs automobiles

12. Which of the following does an ATTORNEY usually do:

0 1. convicts lawbreakers
0 2. writes legal documents
0 3. presides at trials
0 4. draws maps and charts

ELEVENTH-GRADE OCCUPATIONS TEST

Put an X in the space in front of the job you are MOST LIKELY to have as an adult. You may not expect to work at any of these jobs on the list, but pick the one MOST LIKE the job you expect to have.

BOYS

○ 1. Pilot
○ 2. Athlete
○ 3. Doctor
○ 4. Teacher
○ 5. Policeman
○ 6. Milkman
○ 7. Mechanic
○ 8. Soldier
○ 9. Carpenter
○ 10. Truck Driver
○ 11. Barber
○ 12. Lawyer
○ 13. Farmer
○ 14. Chemist
○ 15. Mailman

GIRLS

○ 1. Stewardess
○ 2. Athlete
○ 3. Doctor
○ 4. Teacher
○ 5. Cook
○ 6. Nurse
○ 7. Telephone Operator
○ 8. Hair Stylist
○ 9. Secretary
○ 10. Saleslady
○ 11. Lawyer
○ 12. Chemist
○ 13. Actress
○ 14. Housewife
○ 15. Waitress

What do you plan to do when you leave high school?

○ 1. Go to college or university for a while.
○ 2. Graduate from college or university.
○ 3. Graduate from college or university and take further advanced education.
○ 4. Take vocational or technical training.
○ 5. Go to work.
○ 6. Become a housewife. (For girls only)